Marinduque State College

2018

Bachelor of Arts Major in English

Research Journal

Buslo ng Marinduque Issue No. 1

Contents

Students' Performance in Narrative Essay Writing and Teaching Perception: Input to Improve Writing Output, Sherlyn R. Mangana
Level of Reading Comprehension of Bachelor of Arts (AB) English Third year Students, Jezabele Manuevo
Code Switching among Grade 11 Laboratory School Teachers in Marinduque State College, Arren Jay M. Nabos
Second Language Vocabulary Acquisition of a 3-year old Child: a case study, Julia Camille M. Marciano
Morphological Structure of Gay Lingo input to Language Analysis, Kimberly L. Mendoza

Narrative Reports
Boac
Buenavista
Torrijos
Sta Cruz

Buslo ng Marinduque
issue no. 1
December 2018

Marinduque State College
School of Arts and Sciences

Philippine Copyrights 2025 by the Marinduque State College School of Arts and Sciences

ALL RIGHTS RESERVED. No part of the this book may be reproduced in any form or by any means, without the written permission of the copyright owner and the publisher

Frequency: Annually

Editorial Board
Dr. Carlos J. Andam
Dr. Julieta L. Go
Mam Emma M. Cabildo
Engr. Joven M. Morales
Dr. Rosalinda J. Villero
Mam Rosalinda M. Nuñez
Sir Randy T. Nobleza

ISSN

Published by: Marinduque State College
Address: Brgy. Tanza, Boac, Marinduque
marindukanon@gmail.com
marsu.edu.ph, mscmarinduque.edu.ph
https://cassaykubo.my.canva.site
sites.google.com/cnu.edu.ph/cass-landing/about?authuser=0

Students' Performance in Narrative Essay Writing and Teachers' Perception: Input to Improve Writing Output

Sherlyn R. Mangana
sherlynmangana@gmail.com

ABSTRACT

The study was conducted to determine the performance in narrative essay writing and the perception of faculty on the students' performance. Quantitative data was obtained from the rating in the narrative essay that informed on their performance while qualitative method of research was employed in determining the perception of the English teachers regarding the students' performance. The respondents consisted of Third Year B and Fourth Year students of AB English. The instruments used were narrative essay written by the students, the rubrics used in rating the essay and the questionnaire to determine the perceptions of the faculty on the student's performance. The results revealed that most students did not fully meet the criteria in writing a narrative essay based on the assessment of the features that include focus, elaboration, organization, convention, and integration.

In terms of the teachers' perception in the performance of the students, comments include students' problem in focus was due to lack of unity or poor organization of ideas of students; failure to elaborate or expound more on the key points, failure in organization for students not being able to arrange how the sequence of ideas were to be presented, and in convention, students were unaware of appropriate language to be used and inattention to the rules of grammar.

INTRODUCTION

Essay writing is part and parcel of classroom activities in English. Teachers usually give composition work in essay form. The main purpose is to determine whether the college students can express their ideas in an essay.

Going back to their elementary and high school days, the teachers then used to have informal and formal theme activities with the aim of honing the students' writing skills. However, as in the study of Mosha (2014), it was revealed in its results that assessment of the written output in English was low because of several contributing factors such as absence of teaching and learning materials, infrequent use of English language at school and home, large class size, poor conducive teaching and learning in the classroom, limited home support environment and poverty.

Writing is important for effective communication. However, one factor in the development of writing skills among learners is deemed to be dependent on the methods used in teaching and learning. Hence, the researcher would like to find out what the interventions are, including the remedial response on the performance in essay writing that professors in English subjects provide.

STATEMENT OF THE PROBLEM

This study aimed to determine the performance in essay writing of the students and the perception of the faculty in the results of the performance in the narrative essay.
Specifically, it sought to answer the following questions:

1. What is the rating of AB English Third Year B students in essay writing?
2. What is the rating of AB English Fourth Year students in essay writing?

3. What is the perception of the English teacher as regards the result of students' performance in narrative essay writing in terms of:
    1.1 focus;
    1.2 elaboration;
    1.3 organization;
    1.4 convention; and,
    1.5 integration

4. What intervention could be proposed to improve essay writing performance?

METHOD

The quantitative-qualitative method of research was employed in this study.

This study was conducted at the School of Liberal Arts (SLA) in Marinduque State College, located at Tanza, Boac, Marinduque. The population of the study were the AB English students from which group the respondents selected were the third year and fourth year students.

Another set of participants in the study were the faculty members who are English teachers. One was an expert who also rated the narrative essay. Two were the respondents to the questionnaire on the perception regarding the results or rating of the students in the narrative essay.

The expert has been an English language teacher for more than twenty years who has a Bachelor's and Master's degree in Education major in English and in Language Teaching and has also a doctoral degree.

The instrument used in this study is an essay paper which contains the title of the narrative used for the writing activity of the students who served as the respondents in the study.

A rubric for narrative essay writing piece was another tool employed in the study. It was the instrument to determine the rating in the narrative essay of the students.

A questionnaire for the English teacher's perception on the results is yet another tool used in the study. It was meant to show the relationship between the results in the writing performance of the respondents in the narrative essay.

The result of the study was analyzed to find out the rating in essay of the students. The researcher read the passages of the composition and assessed it based on a rubric for a narrative writing piece with the help of a teacher.

RESULT, ANALYSIS AND DISCUSSION

It revealed that out of 31 students of third year B students almost all got a rating/average score and mean with an adjectival equivalent *does not fully meet* except for four (4) student who got *partially meets*.

The result manifested that in written communication, the college students find it difficult to express themselves as their features provided the result, thus it can be gleaned from the table that in <u>focus</u> the respondents fare low with a mean of 3.58 or *does not fully meet*. In <u>elaboration</u>, it registered 3.41or *does not fully meet*. In *organization*, it has a mean of 3.22 or *does not fully meet*. In <u>convention</u>, it registered 3.16 or *does not fully meet* and in <u>integration</u> it revealed 3.32 or does not fully meet.

It only proves in the study of Mosha (2014) that the result of the assessment of the written output was low because of several factors such as absence of teaching and learning materials, infrequent use of English language at school and home, large class size, poor conducive teaching and learning in the classroom, limited home support environment and poverty. There were contributing factors for poor English.

Mushtaq and Khan (2012) revealed that student academic performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence the student performance, but these factors vary from person to person and country to country.

The rating of the fourth year AB English fourth year in essay writing revealed that out of 25 students almost all got a rating/average score and mean with adjectival equivalent to *do not fully meet* except for six (6) students who got *partially meets*.

As their features provided, the result showed that in focus the respondents fare low with a mean of 3.84 or *does not fully meet*. In elaboration, it registered 3.64 or *does not fully meet*. In organization, it has a mean of 3.44 or *does not fully meet*. In convention, it registered 3.36 or *does not fully meet* and in integration it revealed 3.48 or *does not fully meet.*

Many of the students have difficulties in writing their written composition. With this reason, many of them failed in the written output.

Wolcott and Buhr (1987) explained that attitude can affect the motivation and performance of students. Extrinsically motivated students are less eager to improve their writing than are intrinsically motivated peers who see writing as important. In addition, very apprehensive writers tend to produce shorter, simpler papers than do their more confident peers. Somehow, student confidence also appears that students' evaluation of the effectiveness of their writing skills is related to the quality of their writing performance.

Overall, these studies strongly suggest that students attitude toward writing may affect their writing performance.

Perception of English Teacher in the Result of Performance in Narrative Essay Writing

In focus, respondents' rating is an average mean of 3.69 and got an adjectival mean *does not fully meet*. The reason for this according to Teacher 1 is that the "students have problems with sticking to a specific focus due to poor organization of ideas". The same thought was observed by Teacher 2 who stated that "some of the students do not know how to organize their thoughts to come up with a logical order of presentation of information". The focus is the central or main point of an essay. To stay in focus it has to be clearly presented.

In elaboration, the respondents' rating is 3.51 average mean which has an adjectival equivalent *does not fully meet*. Teacher 1 commented that "students may have failed to expound more on the key points. They may be lacking in supporting their points and did not use ample amount of evidences". Teacher 2 on the other hand, gave the comment that "because students have low level of proficiency, their details are superficial. Most are based only from their assumptions because they know only limited resources that could support their argument."

In organization, respondents' rating obtained and average mean of 3.32 and got an adjectival equivalent which is *does not fully meet*. Teacher 1 believed that the "students have a problem with how they arrange the sequence of ideas/related ideas." Teacher 2 perceived "students are docketed with the copy-paste program. They copy-paste what they think states the same argument as theirs disregarding the organization of ideas in the paragraph. They lack of knowledge in terms of the use of conjunctions."

In conventions, rating of respondents obtained an average mean of 3.25 and an

adjectival equivalent *does not fully meet*. Teacher 1 stated that the "students may be unaware of the appropriate academic language". Teacher 2 meanwhile, commented that "students no longer pay attention to small details especially when it comes to the use of punctuation marks and proper diction."

For instance, Robles (2005) recommended the use of correct words in general. Choosing words that are exact instead of indefinite, specific instead of general, proper instead of inappropriate are included in the conventions of writing.

To be specific, San Miguel, Baraquio and Revilla (2010) defined conventions to include matters of spelling, punctuation, capitalization, syllabication, grammar and syntax. These conventions ensure that certain standards are met in the writing process

Summary of Findings

Finding 1. AB English Third Year B and Fourth Year got an average mean of 3.32 described as *does not fully meet* except for four who got a mean of 4.0 or *meets* and other four got 2.6 or *partially meet* as results from the essay test given to them.

In the features, the student got a mean of 3.32 or *does not fully meet* in focus, elaboration, organization, convention and integration.

Finding 2. Among the AB English Fourth Year, 25 students got an average mean 3.52 or *does not fully meet*. It was noticed that six out of 25 students got a mean of 4.0 or *meet.*

Overall, the rating in the five features in essay writing was 3.52 or *does not fully meet.*

Finding 3 refers to the teacher's perception in the performance of the students according to the five features of essay writing that include: the problem in focus was due to lack of unity or poor organization of ideas of students; in elaboration, students failed to elaborate or expound more on the key points; in organization, students failed to arrange how the sequence of ideas were to be presented; in convention, students were unaware of appropriate language to be used. In writing the narrative composition, many of the students did not follow the grammar rules.

Conclusion

Based on the results of the study, the performance of the AB English Third Year B and AB English Fourth Year students in the narrative essay writing obtained an average mean of 3.32 and 3.52 respectively with an adjectival description of does not fully meet even in the features of focus, elaboration, organization, conventions and integration.

REFERENCES

Books

Bascara, L.R. (2003). *World literature*. Revised edition. Manila, Philippines: Rex Book Store.

Cabagui-Marapia, G.M. (2010). *Enhancing reading and writing***.** Manila: Rex Book Store, Inc., pp.58-62.

Dizon, J.R. (2009). *Self- instructional modules for college English communication arts I.* First edition. Manila: Rex Book Store, Inc., pp.140-143

Fernando,J.N., Habana, P.I., & Cinco, A.L. (2005). .*New perspectives in English plus.* Manila, Philippines: Rex Book Store, Inc., pp.272-276

Pascasio, E.M. et.al. (1997). *Basic English for college*. Quezon City: Ateneo De Manila University Press.

Robles, F.C. (2005). *Developing English proficiency college instructional material for English basic*

communication arts. Manila: Goodwill Trading Co. Inc., pp.49-51.

San Miguel, J.G.; Barraquio, D.C.T. & Revilla, R.DV. (2010). *Smart Writing: an essential guide to college composition*. Quezon City: C & E Publishing, Inc.

Journal

Mushtaq I. & Khan S.N. (2012).Factors affecting the academic performance of the students' essay. *Global Journal of Management and Business Research. 12* (9), version 1.0. Global Journals Inc. (USA). Online ISSN: 2249-4588.

Lovo, M.R. et.al (2012). An analysis of current literature courses, teaching, and learning approaches to foster 21st century student generations' motivation for the Bachelor of Arts in English Teaching Major at the University of El Salvador Main Campus. School of Arts and Sciences. Foreign Language Department. ri:ues.edu.sv/5957/1/pdf.

Unpublished Works

Maling, W.S. S. (2012). *Faulty parallelism in written communication of the Bachelor of Arts in English freshmen student.* School of Arts and Sciences, Marinduque State College, Tanza, Boac, Marinduque.

Rodelas, C. B. (2011).*Level of spelling skills of first year AB English students*. School of Arts and Sciences, Marinduque State College, Tanza, Boac, Marinduque.

Electronic Resources

Wisniewski, K. (2006). *Introduction of discourse.* September 11, 2017 from http://www.tlumaczenia-angielski.info/limguistics/discourse.htm 2008anglozof.com

Wolcott W. & Buhr, D. (1987). Attitude as it affects developmental writer's essays. *Journal of Basic Writing. 6* (2). Retrieved September 4, 2017 from https//wac.colostate.edu/jbw/ v6n2/Wolcott.pdf.

Level of Reading Comprehension of Bachelor Of Arts (AB) English Third Year Students

Jezabele P. Manuevo
mjezabele@gmail.com

ABSTRACT

The purpose of this study was to evaluate the reading comprehension and determine the performance in the four levels of comprehension of the Bachelor of Arts major in English students. The respondents of this study were the sixty-one (61) AB English third year students of Marinduque State College, AY 2017- 2018. The instrument was a 40-item test composed of two reading passages with ten questions representing the four comprehension levels - literal, inferential, critical and application. The respondents were given 60 minutes to answer the test, 30 minutes for each passage. The answers were checked and the scores were tallied to determine individual scores for each level of comprehension and the total score for all levels. Then, frequency of the total scores and its percentage were taken to determine the performance of the students. The results showed *good* overall level of comprehension. They performance in the literal level was *very good,* but lower performance was revealed in inferential, application and critical level which manifests the need to enhance their reading/comprehension. It is then recommended that teachers use methodologies, strategies and activities that will develop their students' level of reading comprehension.

INTRODUCTION

The question on whether students fully understand what they are reading or whether they are able to express verbally or in written communication what they have read have bothered many teachers. In fact, teachers and professors have been observed complaining about their students' reading performance. That some of the students do not comprehend what they are reading seemed to be the main cause of failure in written examinations and failure in learning to read as well.

Students in college are given assignments, seatwork or other activities that require them to read. They have to read for their oral reports, for their class discussion and for their tests or examinations. This means that they have to use their reading skills and strategies to be able to cope with all their school work.

Whether the college students do possess the reading skills or are competent readers is in question. Montejo (2004) put forward the idea that "As college students, there is no guarantee that a student knows how to read. They still have some difficulty with regard to their reading ability and their comprehension skill. Just because students reached the tertiary level of education, does not mean they can read."

In many instances, it has been obvious that many college students cannot answer questions based on what they have read whether those are inferential, critical and application level of reading comprehension. At most times, they would be able to answer questions when answers are explicitly stated.

In this case, professional teachers need to guide students to become independent and effective readers. To do this, teachers would start with the basic of

reading. In college, that would mean asking questions in the literal level before making students answer comprehension questions in the inferential and higher levels of comprehension. The main goal of reading is generally reading comprehension and it is critical for both academic and lifelong learning. It can be defined as the intentional thinking that occurs when readers actively engage in and reflect on text that they have read in order to extract meaning that makes sense to them.

Reading comprehension allows the individual to read proficiently, learn effectively, problem-solve, conceptualize, and succeed in life. Without reading comprehension skills, many students are left behind.

According to Marte (2009) as cited by Robles (2011). A good reader is one who can derive meaning from a written text and go on to analyse and apply that meaning. These skills that include acquiring the correct meaning, analyzing the author's point of view and applying what are learned from reading to real life situation are some of the skills that contribute to high performance in reading comprehension.

The researcher was motivated to undertake this study to find out how students perform in their reading comprehension. As such, problems or difficulties in which level of reading comprehension of the AB English students may be determined.

STATEMENT OF THE PROBLEM

This study aimed to determine the reading comprehension of AB English third year students (A.Y. 2017-2018). This study sought answers for the following:

1. What is the level of comprehension of the students in terms of.
   1.1. Literal level
   1.2. Inferential level
   1.3. Critical level
   1.4. Application level
2. In which of the four levels of comprehension do the students get the highest performance and the lowest performance?
3. What intervention could be proposed to improve the level of reading comprehension of students?

METHOD

The researcher used the descriptive type of research in gathering information to determine the comprehension level of the AB English third year students. The design was used to be able to determine which among the four levels of comprehension the student-respondents obtained the highest and the lowest range.

This study was conducted at the Marinduque State College wherein the respondents are the third year students of Bachelor of Arts major in English from the School of Liberal Arts of Marinduque State College, A.Y. 2017-2018.

Respondents	Male	Female	Total
AB-English 3 (A)	1	30	31
AB-English 3 (B)	4	26	30
Total	5	56	61

The respondents of the study were sixty-one (61) third year students. They belong to the two sections of third year Bachelor of Arts major in English students. Thirty-one (31) students are from section A and thirty (30) from section B.

The respondents were chosen as they are enrolled in both literature and English language/ linguistics subjects that require extensive and intensive readings

which means they needed high level of comprehension to cope with the needed readings.

As an initial step, permission was sought from the concerned professors to conduct a test regarding the level of reading comprehension of the AB English third year students sections A and B of the School of Liberal Arts, Marinduque State College. With permission granted, the test was administered to the respondents. The researcher explained first the purpose of the test, then they were given instructions in the conduct of the test. And finally, signalled to begin.

An allotment of 30 minutes was provided for each passage. Within the thirty minutes, students read and answered the reading comprehension questions. A total of 60 minutes was allotted for the students to do the reading comprehension test. When done, papers were collected and checked, and the results were recorded and analysed.

The answers to the reading comprehension test were checked and scores taken. One point was given for each correct answer. The total for each set of ten items corresponding to each comprehension level was taken. The passing score in the literal, inferential, critical and application level is 5. Then, the total score of each respondents across the four levels were obtained to determine their overall reading comprehension performance.

The rating scales below provide the adjectival rating of the respondents in each of the reading comprehension level as well as their overall level of comprehension based on the scores.

To measure the students' overall comprehension level in reading, the following

Scale for Overall Comprehension Level	
Score	Descriptive Rating
34- 40	Excellent level of comprehension
26- 33	Very good level comprehension
18- 25	Good level of comprehension
10- 17	Fair level of comprehension
0- 9	Poor level of comprehension

scale was used:

The data gathered by the researcher was compiled, sorted out, organized, analysed and properly interpreted. Statistical treatment includes scoring of the frequency, giving of percentages; and tabulation in order to interpret the data gathered. Percentage was used to compute the respondents' performance.

Formula for percentage

P = F/ N x 100

Where:

SCORES	**FREQUENCY**	**PERCENTAGE**	**ADJECTIVAL RATING**
10	1	1.6	Excellent
9	7	11.5	Excellent
8	18	29.5	Very good
7	19	31.1	Very good
6	11	18	Good
5	3	5	Good
4	2	3.3	Fair
TOTAL	**61**	**100%**	

F = no. of respondents

N = total no. of respondents/ population

P = percentage

SCORES	FREQUENCY	PERCENTAGE	ADJECTIVAL RATING
10	0	0	Excellent
9	3	4.9	Excellent
8	6	9.8	Very good
7	13	21.3	Very good
6	15	24.6	Good
5	14	23	Good
4	9	14.8	Fair
3	0	0	Fair
2	1	1.6	Poor
TOTAL	***61***	***100%***	

For the individual comprehension level of the students, the following formula was used:

Percentage = total scores x 100
Total no. of test items

RESULT, ANALYSIS AND DISCUSSION

Reading Comprehension Level of the Respondents

The table shows the performance of the student-respondents in literal level. The findings revealed that out of 61 students, only one (1) or 1.6% respondents got the perfect score of ten 10 with *excellent* level of comprehension, while two (2) or 3.3% got four (4) correct answers which belong to *fair* level comprehension and a 31.1% or 19 students got a *very good* comprehension.

The students who got high scores are the students who read a lot. The more they read the more they encounter unfamiliar terms. These students used different strategies in reading. While those who got low scores were those who have poor study habit.

This finding is similar to Redondo's (2004) study in which it was found out that majority of the students got high scores in literal level. This result implies that the students do well in their literal comprehension. The class could easily comprehend the ideas extracted from the explicit information given in the passage. This means that in the literal level, the respondents' comprehension was *very good*.

Frequency Distribution of Scores in Inferential Level

As illustrated in this table, a big percentage of the students had a performance described as *good* in their inferential comprehension level where 15 or 24.6% got a score of 6 while 14 or 23% got a score of 5. Nine or 14.8% of the respondents got 4 which belongs to *fair level of* comprehension while one (1) or 1.6% of the respondents got 2 correct answers which means *poor* comprehension.

Same people in literal level who got high score are also the ones who got a high score in inferential level.

According to the study of (Cain, Oakhill & Elbro, 2003); without explicit training, it is more difficult for students to answer inferential questions about a text than literal ones.

Thus, the result manifests that majority of the class got a *good* comprehension in interpreting ideas implied in the selection. This suggests that the students need to improve their comprehension in inferring ideas or meanings which are embedded between or among the lines.

Frequency Distribution of Scores in Critical Level

SCORES	FREQUENCY	PERCENTAGE	ADJECTIVAL RATING
10	0	0	Excellent
9	0	0	Excellent
8	1	1.6	Very good
7	8	13.1	Very good
6	12	19.7	Good
5	17	27.9	Good
4	13	21.3	Fair
3	9	14.8	Fair
2	1	1.6	Poor
TOTAL	***61***	***100%***	

SCORES	FREQUENCY	PERCENTAGE	ADJECTIVAL RATING
10	0	0	Excellent
9	0	0	Excellent
8	4	6.6	Very good
7	8	19.7	Very good
6	12	26.2	Good
5	17	27.9	Good
4	9	14.8	Fair
3	3	4.9	Fair
TOTAL	***61***	***100%***	

As depicted in table 3, a big percentage of 27.9% or 17 of the respondents got a score of 5 and 12 or 19.7% got a score of 6 which means they have *good* comprehension level. While 13 or 21.3% got below the passing score and nine (9) or 14.8% got also below the passing score which means they belong to the *fair* level comprehension. One (1) or 1.6% of student got 2 correct answers have *poor* comprehension level.

Students who got low in this level are also those who have difficulty in inferential level and those who got high score are same as those who got high score in inferential level.

One reason why students got a low score in their critical level is because in Schema theory stresses an interactive approach that views teaching reading comprehension as a process, meaning that students are taught techniques for processing text, such as making inference, activating prior knowledge, and using critical thinking (McNeil,1992; Aloqaili,2005a; Orbea and Villabeitia,2010).

This result shows that there are still students whose comprehension to make sound judgment and to give correct evaluation in what they have gained from the reading selection is not so good. They need to improve their critical level of comprehension.

Frequency Distribution of Scores in Application Level

This table shows that majority of the respondents achieved good comprehension level. Sixteen (16) or 26.2% and seventeen (17) or 27.9% have *good* level of comprehension while less than the majority of the respondents got below the passing score. 14.8% and 4.9% respondents have *fair* level of comprehension. It displays that in the application level which is “Reading beyond the lines”, majority of the class were able to generalize what they understood in the reading selection. The respondents’ performance ranges as *good* comprehension in this level.

They response to text based personal reaction, and reflection and the author’s purpose. That is why they got a higher score in application level compared to critical level of comprehension.

In this level, the students used material in new and concrete situations which means that they have the ability to reason out what they have learned from the text and were able to apply practical situations (Bloom’s Taxonomy).As expanded by Benjamin Bloom in 1956 with collaborators Englehart, Furst, Hill and Kratwohl.

Summary of the Overall Reading Comprehension of the Respondents

SCORES	ADJECTIVAL RATING	CLASS FREQUENCY
34- 40	Excellent	0
26- 33	Very good	24
18- 25	Good	27
10- 17	Fair	10
0- 9	Poor	0
TOTAL		61

As shown in table 5, the biggest number of students got a score that range from 18 to 25 which is interpreted as *good* comprehension level. It to be noted that their

scores in literal level and inferential level is high as well as in their application level but in their critical level, it is low. This further implies that perform well in terms of their knowledge ability but their critical thinking comprehension needs to improve.

Out of 61 students 24 have a very good level of comprehension which means that these students are a wide readers. They read varieties of books and they were able to put critical and analytical thinking to work by taking note of all the details provided. They are not just readers but they are also critiques. And those 10 students who have fair level of comprehension have a poor reading habit. They do not give much time to comprehend what they read. They are just reading without understanding.

According to (cf. Alderson, 2000), these students aside from reading different books are internet users. They are exposed to variously structured texts and can expand their knowledge of the world, including subject- matter knowledge, which can frequently be significant for the process of reading comprehension.

This impression was best supported in the summary of the students' levels of reading comprehension which is good.

Summary of the Reading Comprehension of the Respondents

As clearly manifested in the table, the comprehension level in which most respondents performed the highest is in the literal level described as *very good*. It registered a lowest performance because of the most number of students at 22 who got a *fair* level of comprehension in critical level. It has to be noted that one of the respondents level of comprehension for inferential and for critical was described as *poor*.

This implies that there were students who still have not developed their higher order thinking. Their high comprehension level needs to be reinforced. They do not perform well in answering the questions elicited by how and why. They do not have competent skill in giving judgment and they could not generate ideas implicitly stated in the selections. Their critical thinking need to be improved. It was found out that the third year AB English students' performance was *fair* in their critical level of comprehension which means they need to improve more in critical stage.

The theory and principle of (Pintrich & Zusho, 2002; Schoonen, Hulstijn, and Bossers, 1998) proved that learners with more self- regulated capacities and awareness of their reading strategies and comprehension are more successful at school and in later in life.

CONCLUSION

It can be concluded that the AB English third year students of Marinduque State College attained very good in literal comprehension, good in inferential, critical and application level.

REFERENCES

Books

Villamin, A.M. (2001). *Gateways and skyways to developmental reading.* Quezon City, Katha Publishing Co.,Inc.

Villamin , A.M. (1994). *Innovative strategies in communication arts.* Quezon City: Phoenix Publishing House, Inc.

Unpublished Works

Cabije, M. (2012). *The reading comprehension level of the Bachelor of Science in Law Enforcement second year students of Marinduque State College*.(Unpublished undergraduate thesis). Marinduque

State College, Boac, Marinduque. pp.7- 9.

Del Mundo L.W. (2005) *Reading difficulties among VI pupil and their impediments to educational management*. (Unpublished Master's thesis), Marinduque State College Boac, Marinduque .pp.106.

Linga J.L. (2003) *Reading profile and performance of the intermediate pupils in Boac, South District.* (Unpublished Master's thesis), Marinduque State College, Boac Marinduque.

Montejo J.S (2004). *Reading profile of MSC students.* (Unpublished Master's thesis), Marinduque State College, Boac, Marinduque.

Robles, M. (2011). *The level of reading comprehension proficiency of AB English freshmen students.* (Unpublished undergraduate thesis), Marinduque State College, Boac, Marinduque.

Ruiz A.M. (2004) *Reading rate and the performance in English of Marinduque State College students.* (Unpublished Master's thesis), Marinduque State College, Boac, Marinduque.

Online Sources

Buus, L.M. (2005). Using reading response*. Journals for Reading Comprehension, 8* (1) 1. Retrieved from http://journals.library.wisc.edu.

Cambridge University Press,(2009) *Definition of comprehension*. Retrieved in http:www. Dictionary. cambridge.org/define.asp.

Nicholson J. (2015, March 28).*Abortion persuasive essay. R*etrieved from http:// spot. pcc.edu/map/abortion_essay.html.

Nottingham.A. (2015, March 23) *Reading comprehension strategies and reading skills english language essay* retrived from https://www.ukessays.com.

Tizon, M.N. (2010). *Reading comprehension ability of grade VI pupils of Kinangay sur elementary school.* Retrieved in http://local.lsu.edu.ph/vol.16no.1.

Code Switching among Grade 11 Laboratory School Teachers in Marinduque State College

Arren Jay M. Nabos
arrenjaynabos@gmail.com

ABSTRACT

The study aimed to determine the code switching of Laboratory School teachers in Marinduque State College. This qualitative and quantitative research made of use of classroom observation, survey questionnaire as the tools to gather data for this study together with the interview of the Laboratory Teachers handling contextualized subjects of the Grade 11 students. Findings of the study revealed that students cannot easily comprehend the lesson if the instructors only use English in class discussion. When the teachers used code switching it makes the class discussion comfortable for the students. However, sometimes students use foul words and they do not focus on the rules of grammar of the language. The students agreed that it is easy for them to understand the lesson if Filipino and English languages are used by the instructors; mixing of Filipino and English strengthens students English. They also agreed it increases their chances of passing the tests when Filipino and English were used by the instructors. The students have higher appreciation for teachers who use code switching which infers that code switching could be a factor in rating the performance of the teachers.

INTRODUCTION

Code switching (CS) in classroom instruction has recently received much attention among Filipino. More specifically, there is this move to view CS as a resource for teaching and learning. In the study conducted by May (2013), he proved the value in pursuing the Tagalog-English pair in code switching research. The two languages are typo-logically very different and present interesting questions about how bilingual speakers deal with differing linguistics strategies.

In the context of the Marinduque State College, where the students are taught both the first language (L1) and the second language (L2), teachers from different language preferences endeavour to communicate with students primarily in the target language. However, some teachers switch to the Filipino language since it is the students' first language. In the MSC context, it is important to consider that not all teachers have the same perspectives on CS. Some teachers perceive CS as hindering students' maximum potential in learning the target language (Castillo, 2014). Other teachers do not, believing that CS may, in fact, support students' second language acquisition in multiple ways. These conflicting conceptions about CS use may affect students' second language (L2) achievement positively or negatively which will be reflected in the speaking achievement of students. The speaking assessment for students in the MSC is perceived as being worrying and challenging. This is due to students' low fluency in the English language which is slowly developing especially in beginners levels. To date, there is little research on the impact of CS on student achievement in speaking L2. There are studies but these are limited in scope and range, in terms of qualitative study of this issue (Amorim, 2012). More studies are needed to allow researchers in this field to draw conclusions concerning whether CS should be

implemented as a useful strategy that supports students' learning and achievement or it should be banned from MSC classrooms. It is in this context that the researcher would like to observe how Grade 11 Laboratory School teachers code switch.

STATEMENT OF THE PROBLEM

This study aimed to determine code switching of Laboratory School teachers in Marinduque State College. Specifically, this sought answers to the following questions:

1. Why do Laboratory School teachers code switch?
2. What are the advantage and disadvantage of code switching?
3. What is the agreement of the students in the code switching of Laboratory School teachers?

METHOD

This study employed both qualitative and quantitative methods which analyzed the most common perceptions of the respondents and show the reasons of code switching on teaching. The qualitative method provided the main perspective for the research. Through this method, the information gathered from the transcribed classes and observations were used to reinforce or contradict the teachers and students responses in the survey and also to report additional insights from the participants as supplement to the results of the survey questionnaire and to incorporate the results of the transcribed classes in the analysis of this research.

Through the quantitative method, students' responses were tabulated for the frequencies and percentages. These were collated to form basis for determining the specific descriptors where the majority of the students had similar and differing views about CS. Through descriptive analysis, data were interpreted using mean rating to describe the level and extent of CS and their beliefs, and the percentage distribution to illustrate the proportion of occurrences of CS in the classroom.

This study was conducted at Marinduque State College where the Laboratory School is located. The aim of this research is to determine the Code switching in Grade 11 of the Laboratory School teachers A.Y 2017-2018. The main campus is located in Tanza, Boac, Marinduque where this study was conducted. This is the branch of MSC that has a Senior High School, which is public school seated at Brgy. Tanza,Boac,Marinduque. The K to 12 curriculum is implemented at this school for Grade 7 to 12 including the Junior High.

The Population

Respondents	No. Of Respondents
HUMSS	22
GAS	26
STEM	30
ABM	12
TOTAL	***90***

Table shows the respondents of the study were the Grade 11 classes of HUMSS, GAS, STEM and ABM with the total of ninety (90) students and their teachers in contextualized subjects which consists of four (4) teachers in different departments A.Y 2017-2018.

These Grade 11 students and teachers were chosen as the respondents for the reason that these students were the first batch of the K-12 program and the teachers were the trained mentors for this grade level under the mentioned new DepEd program.

This study used classroom observation technique to collect data for this study. According to Marungudzi (2009), classroom

observation is a research technique that involves the collection of data without the researcher attempting to manipulate it. In the present study, the researcher conducted observations as a non-participant observer, as he was not participating in the lesson. A non-participant observer "records in detail as an outsider, all the behaviours which take place" (Seliger & Shohamy, 1989). Seliger and Shohamy (1989) stated that, in second language acquisition research, observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behaviours. In this study, the researcher's observation of lessons in the classroom enabled her to investigate the code switching in the classroom.

The fieldwork conducted for this study provided face-to-face contact with the main respondents in order to explore the research study and probe responses. Taylor and Vinjevold (1999, in Sineke, (2004) influenced the researcher's choice/ Classroom observation can provide an enormously rich source of data about the general conditions in schools, teaching methods, the quality of teaching taking place, the use of equipment and material, and the relationship between the forms of learning and their outcomes. Classroom observation is a matter of researching the problem statement from sources other than books. The researcher was out in the 'real' field of information, on site with respondents. During observation, the researcher relied on careful observation, exploring areas that had a direct bearing on the study. In this unstructured observation, the researcher wrote down a description of what he saw happening in the classroom. The researcher collected data by entirely observing all instances of code switching.

This study also used questionnaire to evaluate the perception of students in code switching and the advantages or disadvantages of this teaching strategy.

Another instrument used in this study is a structured questionnaire which were distributed to the respondents. They were requested to give their honest views in a 4 Likert scale with indicators as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree. The questionnaire deals with the respondents attitudes toward English; attitudes toward Filipino language; attitudes toward code switching; attitudes toward code switchers and the reasons for code switching among the Grade 11 students of this College.

Scale	Range	Description	Indicator
4	3.41-4.00	Strongly Agree	The respondents strongly agree.
3	2.61-3.40	Agree	The respondents agree.
2	1.81-2.60	Disagree	The respondents disagree.
1	1.0-1.80	Strongly Disagree	The respondents strongly disagree.

The respondents were asked to rate each concern using the following scale:

The interview guide has four questions:

1. Why do you code switch or what is the reason of using code switching?

2. For you, what are the advantage and disadvantage of code switching?

These questions had provided the needed information and the clarification on the insights of teachers that were not captured during the observation.

In-depth interviews constitute one of the most important and valuable sources of information. An interview is probably the best-known means of eliciting information directly from respondents. It is a dialogue between the researcher and the respondents. Interviews create opportunities for a range of questions – such as open- and closed-ended questions – to be asked. Open-ended questions often need more thought and investigation. Usually, the answers are longer and there may be no right or wrong answer. Closed-ended questions are answered by numbers or in few words. Qualitative research questions require researchers to gather information from many sources and come to their own conclusions. The researcher developed the target research questions before the field visit

The interviews were informal and informal conversation forms an integral part of the researcher's observations. McMillan and Schumacher (2001) state that questions in an informal conversation interview usually emerge from the immediate context and are asked in the natural course of events. McMillan and Schumacher (2001) mentioned informal conversation interviews as one of the varied forms of qualitative interviews. The researcher gathered data through informal discussions with the affected teachers. When conducting informal discussions, there are no specific predetermined questions. This allows a free flow of details of the respondent's perception of the topic.

To identify the particular respondents of this study, the researcher coordinated with the Principal of the Laboratory School requesting for the schedule of classes of Grade 11 students and asking permission for the observation of classes to identify who would serve as available respondents using purposive sampling method. The researcher observed, recorded and transcribed the observation of this four (4) classes of Grade 11 HUMSS, STEM, GAS and ABM. To clarify some information, the researcher also conducted a personal and short interview with the teacher right after each classes. As the researcher had known that code switching is used as medium of instruction the researcher proceeds on distributing of the questionnaire approved by his adviser to the students. The questionnaire gave the information of the effects of code switching in L1 and L2 and the perspective of the students on Code Switching.

Maykut and Morehouse (1994) state that the process of data analysis is one of culling for meaning from words and actions of the participants in the study, framed by the researcher's focus of inquiry. Ultimately, all fieldwork culminates in the analysis and interpretation of some set of data, be it quantitative survey data, experimental recordings, historical and literary texts, qualitative transcripts or discursive data (Mouton, 2001). A researcher organizes the raw data into conceptual categories and creates themes or concepts, which are then used to analyze data (Neuman, 1997).

According to Mouton (2001), interpretation involves the synthesis of data into larger coherent wholes. As with all studies, the present study sought to analyse and interpret data in order to tentatively produce participants' feelings and practices about code switching in multilingual classroom interaction. McMillan and Schumacher (2001:462) state that qualitative analysis is a relatively systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the phenomenon of interest.

This study lends itself to the functional approach as it is concerned with the purpose and function of code switching in the

classroom. Alba-Juez (2009) concurs with the above approach, as functional analysis includes uses of language, because it focuses on the way people use language to achieve certain communication goals. This study established how teachers and learners deal with code switching to facilitate teaching and learning.

Taylor-Powell and Renner (2003:5) refer to data interpretation as attaching significance to the analysis. Data interpretation and analysis provided insight about interviews and observation, aiming to develop evidence for answering critical questions of this research study. The teachers' and learners' utterances were analysed and interpreted to provide support for the theoretical position laid out.

The data were analysed by computing the frequency and percentage of gathered information from the respondents through the use of the questionnaire. This information presented the views of students in Code Switching of teachers in class and also the effects of CS in L1 and L2.

The statistical treatment used was:

$$P=\frac{F}{N} \times 100$$

Wherein;

P=Percentage

F= number of answers (frequency)

N= total number of respondents

The core theme for this study is teacher-learner classroom interactions. Careful analysis and interpretation of collected data provide insight into the problem under investigation. Research findings that emerged from data were carefully noted, analysed and interpreted so that the researcher can make proper recommendations about the study.

RESULT, ANALYSIS AND DISCUSSION

This study is a combination of qualitative and quantitative methods of research. Qualitatively, the first findings were based from the observed classes, and from the interview of the teachers on their reasons for code switching. The interview was also conducted to clarify their concepts on the advantage and disadvantage of code switching. Using the questionnaire, the respondents were able to bring out their views and perceptions on code switching as medium of instruction.

Since the Grade 11 students of MSC are enrolled in the different strands offered by the College, they have different major or specialized subjects in their respective strand. Such that observation was conducted one class for each strand of Grade 11 in HUMSS, GAS, STEM and ABM of their contextualized subject.

Laboratory school teachers who had been observed had positively used two languages or used code switching as medium of instruction. From the conducted interviews the teacher's reasons for code switching are as follows:

SOP #1: Why do teachers code switch?

The answer to this is based on the discussion made by the teacher on the following:

Teacher A

Topic: Quoting and Paraphrasing

Teacher A used code switching if the students could not understand the English term and at this condition students cannot express or define and differentiate the topic. It results, Teacher A to translate the term "quoting" and "paraphrasing" in Tagalog which the student is more comfortable and they can easily comprehend the terms.

On the part of the teacher, Teacher A used Code Switching so she can express her insights better because sometimes when

instructors are only using L2 students cannot get the complete thought, but with combination of L1 and L2 they get it easily. It is also observed that there are Tagalog terms used in the discussion like “kase” , “na kung baga” , “talaga” and many more that as Filipino sometimes we cannot help to talk Taglish or Conyo English to express and explain the subject matter fluently. Code-switching may also be used to emphasize a point, or to add more force to a phrase.

Teacher B

Topic: Concept Paper

Teacher B also used Code Switching that resulted to comfortable communication between the teacher and the students. It is more comfortable discussion because sometimes students hesitate to ask questions and to cooperate in class because of the confusion in using L2.

Another explanation for the functionality of code switching in classroom settings is its repetitive function. In this case, the teacher uses code switching in order to transfer the necessary knowledge to the students for clarity. Following the instruction in the target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension. Similar to the study of Van Stone (2013) he emphasized that it is important to make it clear to all students that they are valued and that any differences between them have no bearing on how they will be treated by you or others in the classroom.

Teacher C

Topic: Authority and Legitimacy

Teacher C obviously used code switching and it affected the students’ participation in the discussion of the lesson. Two languages were allowed to be used in the discussion of the lesson. Students were not afraid for they were more confident to answer the questions that the teacher asked. A number of researchers (Shin & Milroy, 2000; Li & Milroy, 1995; Myers-Scotton, 1993), had found out the opposite and researchers considered code-switching as an additional resource for interaction purpose. It is obvious that there is well-documented sophisticated literature, which rejects the negative claim that code switching is a sign of laziness and deficiency in language. Rather, it claims that bilingual speakers have the prestige of exploiting their treasure of linguistic knowledge to express meaningful thoughts and ideas (Karen Wong, 2000). Its use can also help in effective instruction. The use of code-switching while making use of native language, when students are not clear about a point or when participation is needed, not only makes instruction effective, but also develops students rapport with teacher and develops confidence to interact.

In this regard Macaro (2001), quoting Atkinson (1993), cited that excluding L1 from classroom is not only impractical but also means depriving learners from one of the learning tools.

Teacher D

Topic: Interactive Multimedia

Lastly Teacher D code switched because he shared a personal experience about the topic. Sharing a personal experience on discussion is also a technique in teaching. There are times when students can seem uninterested in learning and disruptive to the classroom environment. The use of code switching in its naturally occurring context in other words its function in the discourse of bilingual individuals can be seen according to Trudgill (2000) “in speakers switch to manipulate or influence or define the situation as they wish to convey nuances of meaning and personal intention.”

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom. This is not always a conscious process on the part of the teacher. However, on this scenario Teacher D code switch so that he can share his experience and reflect it to the topic and be more personal so that the students will be more interested.

SOP #2: What are the Advantage and Disadvantage of code switching?

Everything has their advantage and disadvantage. Code switching as medium of instruction has its good and bad effects on the students and to their academic performance.

Advantages and Disadvantages of Code Switching

The advantages of Code Switching as perceived by the interviewed teachers and based from observed classes and teachers. With this situation more comfortable discussion can be achieved; Students are more active to cooperate in discussion because they are not afraid to talk and communicate during the class discussion.

Teacher B believed that Code Switching is an effective strategy when teaching in terms of the understanding of students and with the proper awareness of correct usage of terms. One mistake or misinterpretation of terms can affect the comprehension of student in the lesson.

In addition, the level of competency of the students will be higher because they have background on both L1 and L2. Code switching is time efficient in content subjects, thus providing the teachers with more opportunities to use class time for meaningful activities to supplement lectures. Hence, the findings support that code switching in the classroom has beneficial effects to learning.

The practice of code switching in the ESL and EFL classroom is a highly debated issue among ELT practitioners, educators and policy makers. Despite stringent monolingual education policies which insist on the exclusive use of the target language (English-only) in classroom discourse many teachers regard code switching as an unfortunate but necessary measure. Likewise, Ellis and Shintani (2013) claimed that teachers often justify their use of code switching as “a response to the demands in the classroom”, and not because they believe in its cognitive values in language learning. Teachers often feel guilty when they include the first language in target language classrooms.

In the study of Ahmad and Jusoff (2009), they examined the opinions of 299 undergraduates enrolled in a university English Communication I proficiency course towards the teachers’ use of code switching during lessons. Most of the participants agreed that code switching was used by the teacher to perform various classroom functions including checking for understanding, explaining unfamiliar words, managing classroom activities and providing affective support. It was also observed that the teachers’ code switching influenced the affective state of the learners. This is based on the responses of the participants who indicated that code switching by teachers enabled them to feel more comfortable and less anxious during lessons as they were able to comprehend the L2 input. In addition, most participants have attributed their

language learning success to the use of code switching by teachers. However, there have been few studies on teachers' beliefs about code switching. Hence, this study was conducted to investigate teachers' beliefs of code switching in ESL classroom.

Table 3 also shows perceptions of the interviewed teachers on the negative effect of code switching as medium of teaching. As expected disadvantage of code switching is lesser than its good effects.

In the conducted research of Metilla (2009), he affirmed that code switching by mathematics teachers negatively affected learning. In his analysis, he revealed that teachers' code switching confused students and consequently affected their comprehension of the lesson. Mathematics subjects should not be taught in two languages. But based on the observed and interviewed data CS is effective but also have limitation.

AGREEMENT OF STUDENTS IN CODE SWITCHING

A 13-item questionnaire of Likert type was used to assess the opinions and attitudes of the students about code switching. For each question, respondent's assessed their level of agreement or disagreement with the indicated parameters in lined to language attitudes. Scores for each question ranges from 1 to 4, 1 being the lowest value would be indicating more negative stance.

Students Agreements toward Code Switching as Medium of Instruction

No.	Item Description	SA 4		AG 3		DA 2		SD 1		WM
		F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	
1.	Teaching the course using one language is beneficial to me.	13	14%	25	28%	41	46%	11	12%	**2.4**
2.	Teaching the course using Filipino and English is desirable to me.	48	53%	34	38%	5	5%	4	4%	**3.42**
3.	Teaching the course using Filipino and English makes it easy for me to understand.	51	57%	33	37%	1	1%	5	5%	**3.44**
4.	Teaching the course both in Filipino and English confuses me.	3	3%	14	15%	46	51%	27	30%	**1.9**
Average Weighted Mean								**2.79**		

This table presents the students responses towards code switching in the classroom and in communication. As shown from the table, 46% of the participants disagreed that it is beneficial to them to be taught the course in one language. The first item or question has a weighted mean of 2.4 which indicates that the respondents show that they disagreed that one language is beneficial in class.

The next item has a 3.42 weighted mean which shows that 53% of the respondents strongly agreed that it is desirable to code switch between Filipino

and English in class. In addition, on the third question it has a mean of 3.44 and 57% of the participants strongly agreed that code switching makes the course easy to understand, and 37% strongly agreed with this statement.

In a higher percentage and lowest weighted mean 51% students disagreed that having teachers code switch during lessons caused any confusion to them. The data is clear that their stand is that teaching using one language is not pleasing and code switching helps them to understand the lesson easily without head-scratching.

Cook (2001) emphasized that in a bilingual country or community it is a natural response to use code switching in classroom. Furthermore, in the same study, Cook also cited that it is highly desirable for learners to go back and forth from one language to another. Moreover.in evoking teacher's reflections to their classroom teachings, Probyn (2010) revealed that most notable reason why teachers used this code switching strategy is to achieve a number of communicative and metalinguistic end

Students Agreements toward Code Switching and Its effects on L1 and L2

No.	Item Description	SA 4		AG 3		DA 2		SD 1		WM
		F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	
5.	Mixing of Filipino and English weakens my Filipino.	7	8%	15	17%	53	59%	15	17%	**2.15**
6.	Mixing of Filipino and English weakens my English.	8	9%	15	17%	47	52%	20	22%	**2.12**
7.	Mixing of Filipino and English strengthens my English.	14	15%	53	59%	15	17%	8	9%	**2.8**
	Average Weighted Mean								**2.35**	

The table presents the student's responses as to the effects of code switching on the L1 and L2 of the respondents which is Filipino and English language. This effect can also be a possible answer on finding the disadvantage or advantage of code switching to the first language and second language.

In the first item, 59% of students believed that mixing the Filipino and English language doesn't weaken their L1 which is Filipino. And with the 2.15 weighted mean, it indicates the disagreement of the respondents.

However, in the second item which is also about mixing the Filipino and English, according to the respondents code switching weakens their knowledge on English language. The respondents gave almost the same percentage on the first item. It is 52% and has a 2.12 weighted mean which means the students disagreed to the statement. Yet, 59% agreed that teaching the lesson strengthens their English.

To sum up, mixing of Filipino and English doesn't weaken both L1 (Filipino) and L2 (English) which means code switching doesn't affect the knowledge of students in the languages they know. It could also be implied that students don't have any concerns about negative effects of code switching on L1, but there is always a reference to positive effects of this on strengthening the L2.

Similar to this study, Laziti and Brownliw (2002) as cited by Jingxia (2010)

had advocated for positive effects of code switching to L1. They investigated four high school classes to determine the positive usage of L1 for better understanding of the students when some new input of TL is given to them. It conducted a research on teachers using CS in Chinese universities and from research results concluded that, code switching to L1 has positive influence upon the students learning in classroom.

Student's Agreements toward Code Switching and Its effect on Tests

No.	Item Description	SA 4		AG 3		DA 2		SD 1		WM
		F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	
8.	Teaching the course in Filipino increases my chances of passing the tests.	12	13%	59	65%	19	21%	0	0%	**2.4**
9.	Teaching the course in English increases my chances of passing the tests.	13	14%	58	64%	16	18%	3	3%	**2.9**
10.	Teaching the course in Filipino and English increases my chance of passing the tests.	22	24%	62	69%	3	3%	3	3%	**3.44**
	Average Weighted Mean									**2.9**

Table shows how the students assessed the effect of code switching on the respondent's performance on tests using both languages as medium of instruction. As presented in the Table, 65% of the students strongly agreed that teaching in Filipino increases the chances of passing their test, but 21 % disagreed and no one strongly disagreed. . It also shows that 64% agreed that teaching in English would help them to pass their tests. However, on the other hand, 24% strongly agreed and 69% agreed that teaching the course in both Filipino and English increases their chances of passing the course exams.

Item 8, 9 and 10 have the most similar results but the higher percentage of agreement is that students has a higher chances of passing their test when teachers use both Filipino and English or they use code switching in class. Therefore, the student's language attitude toward code switching in teaching has a great impact on their academic performances as it is seen as an influential teaching tool to facilitate learning and therefore help increase student involvement.

Similar to the study of Catabay (2016), this study found out that the use of code switching does not only have an impact on L1 and L2 but it also has an effect on students' attitude towards the professor, students' emotional state and on students' performance in examinations.

Student's Agreements toward Code Switching and Its effect on the Teacher's Image among Students

No.	Item Description	SA 4		AG 3		DA 2		SD 1		WM
		F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	
11.	I appreciate the competence of instructor who uses Filipino and English in teaching the course.	43	48%	38	42%	4	4%	0	0%	**3.3**
12.	I appreciate the competence of instructor who uses Filipino in teaching the course.	25	29%	55	61%	6	7%	3	3%	**3.1**
13.	I appreciate the competence of instructor who uses English in teaching the course.	26	29%	56	62%	3	3%	3	3%	**3.1**
	Average Weighted Mean									**3.16**

Table 7 reflects the appreciation of students to their teachers based on the language they use as medium of instruction. This determines if they appreciate more instructor who teaches using Filipino or English or CS/ Filipino and English. Among the respondents 48% of them responded that they strongly agreed that they appreciate those instructors who use Filipino and English in teaching the course or CS in teaching the course. While 29% of respondents strongly agreed that they appreciate them and also the same result to the teachers using English only in teaching the course got 29% of students agreed on appreciation.

It shows that code switching does not only had an effect on L1 and L2 or on passing tests but it also has an impact on student's attitude toward on teacher's image and their appreciation from students. The result is a reflection of the student's view on the role of instructors symbolizing the positive and negative effect on the identity of the teachers but being not appreciated doesn't mean that those teachers are underestimated. The teachers who CS has a higher appreciation from the students, which shows that CS could be a factor in rating the performance of the teachers.

To support this result Sama Rukh (2014) stressed that the selected students of their research do not consider a teacher less proficient if he/she switches to L1 and the participants do not feel any difficulty during lecture due to teacher's code switching.

CONCLUSION

Based on the findings of the study, it could be inferred that teachers code switch when students cannot understand some terms from L2 and they cannot get the complete thought of the lesson. When the teachers are using this, and it creates a more comfortable discussion in class and students can share experiences that make them active and confident to answer in class. Using code switching enables students to participate actively in the class discussion for they can express what they want to say about the subject matter. The students agreed that using code switching, they easily understand the lesson; it increases the chance of passing test and the teacher's image among students. However, using code switching weakens the students L2 as it strengthens their L1.

REFERENCES

Books

Belazi A. (1992). *"Code switching and X-bar theory : The functional head constraint"in Linguistic Inquiry,* page 221-237

Unpublished Thesis

Dahab J. (2014). *Code switching of BS Fisheries freshmen students.*(Unpublished Undergraduate Thesis). School of Liberal Arts: Marinduque State College, Boac Marinduque.

Journals

Li, W., & Milroy, L. (1995).*Conversational codeswitching in a Chinese community in Britain: A sequential analysis. Journal of Pragmatics, 23, 281-299.* Retrieved January 11,2018 from http://www.sciencedirect.com/science/article/pii/03782166940002

Nordquist,R. (2017) *ThoughtCo.* Retrieved August 1,2017from https://www.thoughtco.com/code-switchinglanguage-1689858

Shin, S. Y. (2010) The functions of code-switching in a Korean Sunday School. Heritage Language Journal, 7(1), 91-116. Retrieved January 11, 2018 from http://www.international.ucla.edu/media/files/vol7-1-S-Y-Shin.pdf

Online Sources

Abad, L. (Undated) *An analysis of teachers' and students' perceptions of codeswitching in teaching science and mathematics in a Philippine Private High School.* Retrieved April 24,2017 fromfile:///I:/RRL/AsiaTEFL_V7_N1_Spring_2010_An_Analysis_of_Teachers_an d_Students_Perceptions_of_Codeswitching_in_Teaching_Science_and_Mathematic.pdf

Ahmad, B.H. and Jusoff, K. (2009) *Teachers' Code-Switching in Classroom Instructions for Low English Proficient Learners . English Language Teaching* Retrieved December 20,2017 From http://dx.doi.org/10.5539/elt.v2 n2p49

Alba-Juez, L. (2009). *Perspectives on discourse analysis: Theory and practice*.Retrieved January 12,2018 from https://www.researchgate.net/profile/J_Lachlan_Mackenzie/post/What_are_similarities_and_differences_between_discourse_analisisperspectives/attachment/59d6255b79197b8077983acc/AS:317393522364417@1452683921417/download/978-1-4438-0597-1-sample.pdf

Alenezi A. (2010).*Students' language attitude towards using code - switching as a medium of instruction in the College Of Health Sciences: An exploratory study* Retrieved February 13,2017 http://research.ncl.ac.uk/ARECLS/volume7/alenezi_vol7.pdf

Amorin (2012).*Teachers' Attitudes Towards Code Switching within a Bilingual*

Classroom Retrieved January 5,2018 from http://ler.letras.up.pt/uploads /ficheiros/10749.pdf

Azlan N. & Narasuman S (2013)*The role of code-switching as a communicative tool in an ESL teacher education Classroom* Retrieved August 22,2017 from http://ac.els-cdn.com/S187704281302003X/1-s2.0-S187704281302003 main.pdf?_tid=cf2dcf66-949a-11e7-8ec300000aacb361&acdnat=1504878008_276840dd93c0e85199d08a465fb4966a

Catabay M (2016). *Students' perception on the use of code-switching in english as a second language class.* Retrieved January 22,2018 from http://www.garph.co.uk/IJARMSS/ Apr2016/19.pdf

Döpke, S. (1998) *Can the principle of 'one person – one language' be disregarded As unrealistically elitist?*Retrieved January 29,1018 from http://citeseerx.ist.psu.edu/ viewdoc/download?doi=10.1.1.475.4038&rep=rep1&type=pdf

Eldin (2014) *Socio linguistic study of code switching of the arabic language speakers on social Networking* Retrieved August 14,2017 from https://www.academia.edu/14517501/Socio_Linguistic_Study_of_Code_Switching_of_the_Arabic_Language_Speakers_on_Social_Networking?auto=download

Ellis, R. and Shintani, N. (2013) *Exploring Language Pedagogy through Second Language Acquisition Research.*Retrieved January 2,2017 fromhttp://otago.eblib.com.au/patron/FullRecord.aspx?p=1331869

Fatemi and Barani G. (2014*) The Impact of Teachers' Code-Switching on the Vocabulary Learning of Iranian University EFL Learners* Retrieved January 31,2018 from http://jlsljournal.com/wp-content/uploads/paper18.pdf

Garza,E. & Nava,G. (2005)*The Effects of Codeswitching on Elementary Students in a Border Area of South Texas: A Teacher Perspective.* Retrieved August 2,2017 from https://journals.tdl.org/jber/index.php /jber/article/view/7151

Gulzar M.S (2014) *Teachers' code-switching in a content-focused english as a second language (ESL) classroom: Patterns and functions* Retrieved February 8,2017 from http://macrothinkorg/journal/index.php/ijl/article/Download/6162/pdf_123q

Ja'afar, N.S.B & Maarof, N.B (2016) *Teachers' Beliefs of Code Switching in the ESL Classroom.* Retrieved August 8,2017 from https://file.scirp.org/pdf/JSS_ 2016042815005735.pdf

Jingxia L. (2010) *Teachers code switching in ELF classroom* Retrieved August 12,2017 from https://www.divaportal.org/smash/get/diva2:913466/FULLTEXT01.pdf

Macaro, E. (2001) *Analyzing student teachers‟ codeswitching in foreign language classrooms: Theories and decision making.* The Modern Language Journal, 85 (4), 531-548.

Macias H. & Quintero (1992) *Code-switching, Bilingualism, Biliteracy: A case study* Retrieved February 8,2017 from http://www.tandfonline.com/doi/abs/10.1080/15235882.1992.10162638

Marungudzi, T. (2009).*English as a language of learning and teaching: Perspectives of secondary school teachers in the Masvingo district (Zimbabwe*). Unpublished master's dissertation. Pretoria: University of South Africa. Retrieved December 3,2017 from: http://uir.unisa.ac.za/bitstream/handle/10500/3061/?sequence=1

Maykut, P. & Morehouse, R. (1994).*Beginning qualitative research: A philosophic and practical guide*. Retrieved January 2,2018 from https://webcache.googleusercontent.com/search?q=cache:Jy.PostFileLoader.html%3Fid%3D566bc8aa5cd9e3b51b8b4571%26assetKey%3DAS%253A305734925914113%25401449904294670+&cd=1&hl=en&ct=clnk&gl=phG3658-12.PDF

McMillan, J.H. & Schumacher, S. (2001). *Research in education: A conceptual introduction*. 5th edition . Retrieved January5, 2018 fromhttp://www.sjsu.edu/people/marcos.pizarro/courses/8084/s2/EdResearch.pdf

Metilla, R. A. (2009) *Decoding the switch: The function of code switching in the classroom.*Retrieved January 4,2018 from https://www.academia.edu/17955871/I_Enjoy_Code-Switching_pero_I_d_Prefer_to_be_Taught_in_a_Single_Language_A_Study_on_ESL_Student_Perceptions_towards_Code-Switching

Myers-Scotton Carol (1993) *Social motivations for codeswitching. Evidence from Africa.* Retrieved January 11,2018 from https://www.cambridge.org/core/journals/language-insociety/article/myersscotton-carol- social-motivations-for-codeswitching-evidence-from-africa-oxford-studies-in-language- contact-oxford-clarendon-1993-pp- xii-177-hb3500/41026149A62638461EDEDADD3EB73D8A

Second Language Vocabulary Acquisition Of a 3 -Year Old Child: A Case Study

Julia Camille M. Marciano
jmarciano128@gmail.com

ABSTRACT

This study was conducted to determine the second language (L2) vocabulary acquisition of a 3-year old child. The subject of the study was observed for 30 days recording the transactional communication with the members of the family. The parents of the child were also interviewed to determine the techniques used to assist the child in acquiring the L2 vocabulary. The recorded data were transcribed and the acquired vocabulary words were tabulated, analyzed and interpreted.

Findings of the study revealed that the second language (L2) vocabulary of the child were acquired from the education programs he watched. The recorded data further showed that the 3-year old child is in the telegraphic stage of language acquisition. Interview with the parents of the subject as to the techniques for the acquisition of L2 vocabulary include the child exposure to educational programs in English, the exposure to a language environment using the target language to be acquired and the support of the family members for the child to acquire second language vocabulary.

INTRODUCTION

Language acquisition is the process of acquiring a second language or foreign language in addition to the native language. It is the process wherein human being acquires the capacity to comprehend language and use it for communication. It is a natural process of development of a person's language that will proceed even with minor outside intervention. Krashen (1982) stated that acquisition requires meaningful interactions in the target language, a natural communication in which speakers are concerned not with the form of their utterances but with the messages they convey and understand.

However, most of the studies done regarding SLA have focused mainly on the younger learner's capacity to acquire a second language (L2). And many of the respondents subjected to such studies are mostly individuals or groups whose ages range usually from early childhood (ages 2-6) to early adulthood (ages 18 to approximately 40). Such respondents then are learners who are near or exactly in the critical period or sensitive period of acquiring a L2. In such studies, the implication that with SLA "younger is better" is almost given.

A child can acquire second language by the help of media, household member, and school. In media, it can influence a child by watching an educational programs which the program is using an English language. Being the persons that surround the child, they can teach the child to speak second language which is the English language, a parent let their child to watch T.V but they don't allow watching every program, only the educational program. Most parents can hardly wait for their baby to say its first word. In school, a child can acquire second language by the help of the teachers; teaching with the English language can help the child to acquire L2.

Recognizing the fact that the child was interacting with the person around him to the target second language at the age of

3, with this the theory of social interactionist theory explains the language development emphasizing the role of social interaction between the developing child and linguistically knowledgeable adults. It is based largely on the socio-cultural theories of Soviet psychologist and the social interactionist approach or social interaction model of Lev Vygotsky (socio-cultural theory).

In this study, a 3 year-old child was observed in 30-days or a month on how he acquired his second language with the techniques that his parent used to him.

Hence, this study was conducted to determine the L2 vocabulary acquisition of a three-year old child, specifically it is to determine the stage of language acquisition of a three-year old child.

STATEMENT OF THE PROBLEM

The study aimed to determine the stage of second language acquisition of a 3-year old child. Specifically it sought to answer the following questions:

1. What are the second language vocabulary acquired by the 3-year child?
2. What is the stage of language acquisition
   of this 3-year old child?
3. What techniques are employed by the child's parents for him to acquire these vocabularies?
4. What is the implication of the study to language development?

METHOD

This is a descriptive type of research describing the L2 vocabulary acquisition of a 3-year old child. The subject of the study was observed and the voice recording of his day to day activity was recorded and described. To describe the technique used by the parents to enhance the child's vocabulary acquisition, the parents were interviewed.

A 3 year-old male child from Gitnang Bayan, Mogpog, Marinduque was observed for this study at their home. His parents have three male child and he is the youngest, he is the third child of the family. The parents of the child are also the teacher in teaching his second language. His two brothers also act as the teacher and help their parents in teaching him to learn the second language vocabulary.

This study was conducted at the child's home located at Gitnang Bayan, Mogpog, Marinduque. The researcher conducted the study at the house of the child because the home is the pioneer place for the acquisition of the child's vocabulary.

The instrument used for the interview with the parents of the child was the interview guide. It is used when the researcher has a limited knowledge or information about the topic to be researched on. During the observation of the child's day to day activity, the child's interaction with the members of the family was recorded using a cellular telephone.

With the approved proposal for this research, permission was sought from the parents of the child, the subject of the study, to be observed for a number of days. The purpose of the study was fully discussed to the parents.

Observation and recording of the activities and interaction of the child was done for thirty (30) days every Mondays, Wednesdays and Fridays, After the observation and recording of the child's activities, the generated data from the record were transcribed. The data gathered were analyzed after transcribing these from the record.

RESULT, ANALYSIS AND DISCUSSION

L2 Vocabulary Words Acquired by the 3-Year Old Child

DAYS	*L2 Vocabulary Words Acquired by the 3-Year Old Child*		
DAY 1 **(VIDEO 1-3)** ***(PLAYING ALONE)***		Lolo I'm hungry Too many toys I watch baba	
DAY 2 **(VIDEO 4-6)** ***(WITH HIS GRANDMOTHER)***		Clover catch me! Lola, it's time to eat Where's daddy?	
DAY 3 **(RECORD 1)** ***(WITH HIS BROTHER AND TAKES A BATH)***	Watch baba Where's mommy? Office Yep	Mine Jiuan, let's play Hungry	Wow Let's take a bath Brush your teeth
DAY 4 **(RECORD 2)** ***(GETTING READY TO SLEEP WITH HIS DAD)***	Nothing Frog Watch baba Slide	Watch baba Slide Daddy your turn	Daddy your turn I got you Frozen
DAY 5 **(RECORD 3-4)** **(*SHOWING PICTURES FROM THE COMPUTER)***	Car Bike Sorry Hair No way What? Puppy Bad A cake	What is that? Look It's a truck Big Look, a toy Look, a "laruan" again Water Mother finger	You Tube! I don't know Fish Twinkle starts I want that No Oh! Spider! Watch baba In the computer
DAY 6 **(RECORD 5)** ***(SHOWING TOYS AND PLAY)***	Smiley Like that Look at that That one Let's run I have cars I think it's over here A police station here It's there and there Let's put there	Hummer Oh nice This one Wow Hide That's cool Bed Smells good Shake It's not working	I think it's hard What is that? Oh my god Let's try Dance Wow, clouds What is that? Vampire

L2 Vocabulary Words Acquired by the Three-Year Old Child
(Continuation of the previous table)

DAYS	L2 Vocabulary Words Acquired by the Three-Year Old Child		
DAY 7 **(RECORD 6)** ***(HAVING A NEW TOY FROM HIS MOM)***	Let's eat Pink Okay Red Sorry Ouch See you later This one?	Bye Again Let's go to lolo Mine What is it? Here? Mommy, open it Oh well	Help me Its backward Me turn So hard My turn That's so hard
DAY 8 **(RECORD 7)** ***(PLAYING HIDE AND SEEK)***	That's hurt I said, ready Ow no I'm tired No thanks Help I eat your blood	It's over there You find me ha Here you go Thank you I found it	I want to sleep I'm back I'm a vampire Ready I have sharp teeth
DAY 9 **(RECORD 8-9)** **(PLAYS WITH HIS OLDER BROTHER)**		Kuya want dede Nothing Okay 1,2, get set go	
Day 10 **(Record 10)** ***(PLAYING WITH HIS TOYS AND ACTSAS A VAMPIRE)***	Light Okay Yeah I like it That one Yeah What is that? Let's go "higa" Vampire What? You find me	What about? Alright I'm cold Soldier Yeah Thanks Ow no, not again Okay Hello? get out No	Ow, that's hurt What is this? What? You find me ha Nope That's cool? Electric fan Hey!! Why you like it? Wow You like it?
DAY 11 ***(SAW PICTURES FROM THE COMPUTER)***	Sorry What is that? You eat Oh no	This is mine Look Computer Hey	
DAY 13 ***(GIVING HIS BROTHER SOME BUBBLE GUM)***	it's done you eat a candy? here you go oh no no no just strawberry worms	here you enough na pineapple bubble gum ito	
DAY 14 ***(JOKING ABOUT WHO FARTS)***	you fart? look you so fart wait, wait	look, it's a pizza woah,wow oh look	

L2 Vocabulary Words Acquired by the Three-Year Old Child
(Continuation of the previous table)

DAYS	Vocabulary Words Acquired by the Three-Year Old Child		
DAY 15 ***(SHOWING HIS CARS AND PLAY)***	Cars blue Sorry yes truck balloon	Drive heart joke joke sorry drive	
Day 16 **PLAYS ALONE**	Yes! red I'm winner! oh nope oh it's over there	oh no yes! balloon Sorry ghost	
DAY 17 ***AT THE FRONT OF THE COMPUTER WHILE RAINING***	hey let's play mommy nagatulo yung water you want this? you fart? Woah you fart this?	yep joke joke dinosaur music video movie? ow wow Nope	
DAY 18 ***(PLAYING WITH HIS CARS)***	gummy worms aww it's hurt andine yung car bubblegum yep	oh my nose look, kulay blue I got blood nooo	
DAY 19 ***SHOWING HOW THE NINJA MOVES, CHOOSING COLOR OF THE CANDIES AND JOKES ABOUT FARTING***	I'm scared wow,blue you scared me what's this? oh may candy ako what is this? oh no okay I got hurt what is that? here I come oh fine I think it's over there Toy	Okay this is mine here it go hmm yum yum yum I think blue you fart? stink me? you want some purple no pink is that you blue you want some toy?	bakit di pa ikaw nasa chool? you want some toy dine? oh look, there's the puppy no may color ako not me strong bye ninja
DAY 20 **HIS GRANDMOTHER TEACHES HIM TO SPEAK IN ENGLISH**	Okay amazing yung frog ay namatay na you fart? what you doing? hotdog you hungry?	Okay hotdog you hungry? lolo, what you doing? joke joke let's go in coming	

L2 Vocabulary Words Acquired by the Three-Year Old Child
(Continuation of the previous table)

DAYS	L2 VOCABULARY WORDS ACQUIRED BY THE THREE-YEAR OLD CHILD		
DAY 21 ***(SHOWING TOYS AND THE PROPER PLACE WHERE THE TOYS BELONG)***	Mine all mine office stop gun ball soccer ball I found one! airplane I found another car it's no more	I got one it's car race car this soccer ball this a gun I don't know what's this? I got a snake what? one you find? where I put this? okay	oh may picture I can find where it's a sword knife! gamit ito sa soldier smiley face here I go I put? there? where I hide this? okay
DAY 22 ***(PLAYS ALONE AT BED ROOM)***	oh snakey here 1,2 3, go okay here i go there? it's gonna happen okay where you going? i cant get here okay many rocks there you give me your money i better hide this ha okay? ready? here i go are you done? bunny you cute oww, a zombie! i put here	are you done? i'm not jumping i clean up look there's a laruan there? what's that? woah,i'm so scared im scared sa halloween hey what is that? down down there is that the monkey? where? where it go? i will clean up this woah, wait a minute oh what's this? it's not very nice you put it there it's not very nice come here	find for you okay a pera there a money there ow no why you do the basurahan who's that? owww yeah look at the fish big woah, that's so cool oh a crocodile there oh no, i better go hide where i hide? there
DAY 23 ***(DRAWS USING COLOR PENCILS AND SAW A STINKY RAT)***	here? there's a stinky rat there I will go to write yeah I'm so scared on the mouse woah, so many what? this is mine? oh!it's 3:00 hey! It's 3:00 I better not coloring is that kulay leyo?	color yellow I want color black it's not very nice s what? I'm done! hey, I'm done! Look it's done me woah! What's that? is it stinky? woahh he go over there it go fly away woah! shooo!	eww stinky a rat what teacher? okay teacher I better to hide ha what? what teacher? okay, there orry teacher find egg there you find it? I'm gonna find that.

L2 Vocabulary Words Acquired by the Three-Year Old Child
(Continuation of the previous table)

DAYS	L2 Vocabulary Words Acquired by the Three-Year Old Child		
Day 24 ***(CUTS HIS FINGER NAILS AND SAW A DIRT FROM IT)***	okay my feet here you go don't, don't look it's ipin look it's a house okay I go find it there? andon sa taas and there and hanap again okay hanap there I gonna find it oh no, look it's a worm oh no, it's moving get them get them I got you woah, it's so many	bugs? fly? what the? I wonder oh, so many there oh my hands look, it's me it's a sisiw sugar parade cry yes look, it's many yeah wait I'm coming this is basa I better not to cry it's not very nice where it go? is that stink	is that, apple apple pen where's lola? she sleepy? where? I was not sleeping there no I have seen a cloud white I don't know blue the sky is blue broccoli? is that broccoli? what's that? it's more it's better hurt look, it's a morion okay
Day 25 ***(EATING LUNCH AND TO SLEEP)***	let's clean let's put there okay, let's go oh yeah	I love you Okay egg wait for me	banana let's sleep after lunch
Day 26 ***(TEACHING HIM TO WRITE A,B,C USING COLOR PENCILS)***	what? where it go? what you doing what? kiss me? I want to sulat its letter B it's letter A letter B circle letter C I draw snake oh there's a rat	I'm done eww, smell stinky what's this? look it's a snake pink purple blue green I'm so scared there's stinky rat my home it's not very nice	look a magic yellow I drink orange I'm cold oh what's this? is this a make up oh sorry I got a laruan a snake is this teacher I'm sleep
Day 27 ***(PLAYS CATCH THE BALL)***	look at me teeth oh may picture okay so many it's a stair	it go away woah, he scared me I have to run play a ball oh my gad catch	one, two,three go where it going? got it oh, you got it you did not catch
Day 28 ***(EATING SNACKS)***	maschool yummy my tummy your turn hmmm! That's good	oww, she's so sad it's not ikaw brother? ikaw sister? stay there ha.	

L2 Vocabulary Words Acquired by the Three-Year Old Child
(Continuation of the previous table)

DAYS	L2 Vocabulary Words Acquired by the Three-Year Old Child	
Day 29 ***(EATING CANDY SKELETON)***		ooh, zombie is that… is that a red skeleton? drum okay
DAY 30 **CHECKING' HIS BROTHER'S BAG**	may toy yun? what's that? may drum si migo ang laki let's see that red it something what? san si puppy mo? something here? let's check it out this I will be right back here let's check it out let's check it out nope what the heck? it's not there that's for Jiuan I think it's over there I eat? It's over there yummy let's eat it may rat it's eating may spider not all where the ball? it's eating where it go? it's mahalang again! where is it? ikaw quite ha I think it's over there over there what's this?	

Using the stages of Language Acquisition, this research found out that the stage of the child language acquisition is in the *Telegraphic Period.* In this stage the child uses minimum words to convey meaning of a whole sentence and the child demonstrates semantic relations with two or more words.

These are the techniques employed by the child's parents, as a result of the conducted interview with them by the researcher.

1. The parents let the child listen to nursery rhymes. They also let him watch educational program. And oftentimes, they talk to him in English.
2. For the child to get a variety of

vocabulary, there's not only one who teaches the child, the other members of the family also assist the child acquire more English vocabulary. Most oftentimes the child has been coached by the older brother of the child and his father.

3. Since the mother of the child has been around in the house with the child, she communicates with her in the second language and she can understand the words that he acquired.
4. Since the child is fond of watching English programs, the parents have encouraged and supported him in his day to day watching of these programs.

   Most of the time the child is in the front of the computer and watching English program.

The first table presents the words used by the 3-year old child during the 30 days observation. As observed, the child acquired the language of the program that he watched from the computer. The words used in the program were adapted by him. These words were also used by the child in answering the questions in the program. In the 30 days observation, the child could not speak pure English. Thus, it implies that the child's utterance of words is a proof that he is just starting to learn more vocabulary in the second language.

Most of the time the child used more English vocabulary when he was playing alone and when he was about to sleep, and sometimes if someone was interacting with him and talking to him in English.

The minimum words were the words that the child uttered when he could not speak in full English but the thought was there because he used both his first and second language to understand him. The child also demonstrated a semantic relation and function words to express his feelings by asking, telling and showing what he wanted and what he also used to show directions, locations and introduce object.

To help the child acquire the second language, according to his parents, they always guide their child and teach him to learn new words from the educational programs and other learning materials from the computer. (Answer to Statement of the problem no. 3)

According to Vygotsky, social interaction plays an important role in the learning process; he introduced the zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction. As pointed out by Preszler (2006) one of the ways a child develops vocabulary is indirectly through reading, listening, and speaking.

Among the vocabulary words acquired by the child (table 1), most of the utterances were sentences and some of these were only one word.

As shown in the Table from Day 2 to 14, Day 17 to 28 and Day 30, he only acquires and speaks his second language vocabulary words when someone is interacting with him and talking to him in English. Except from Day 1,11,15,16 and Day 29 it shows that the child slightly speaks his second language when he is alone.

The result of this study confirmed Espinosa's (2014) findings that the speed of language acquisition is due to factors both within the child and in the child's learning environment. The child's personality, aptitude for languages, interest and motivation interact with the quantity and quality of language inputs and opportunities for use, these influence the rate and eventual fluency levels.

As presented in the Table 2, sentences were mostly used by the child than one word, because based on the observation the child was always telling and asking and pointing with the person around him. The second column of the table shows the semantic relation that the child uses in his utterances and most of these were telling, these were composed of a noun or a verb and a modifier that enables the child to formulate a sentence which may be declarative, interrogative and imperative. Sometimes the child was asking, showing location and showing direction.

Findings of this study also confirmed Agrawal's (2014) findings that languages are acquired in the predictable stages as the behavior develops as shown in language development

studied through diary studies by recording the speech of a child. Acquiring a language is also like learning a game, one must learn the rules of the game.

CONCLUSION

Based on the findings, the following conclusions were drawn:

The second language vocabulary words were acquired by the child from the education programs he watched.

The three-year old child is in the Telegraphic Stage of language acquisition as shown from the vocabulary words he acquired.

The techniques used by the parents of the child for him to acquire vocabulary in the L2 were the child exposure to educational programs in English, the exposure to a language environment using the target language to be acquired and the support of the family members for the child to acquire his second language.

REFERENCES

Agrawal, S. (2014). *Stages of Second Language Acquisition an Introduction*. Banaras Hindu University: Heathcare. Retrieved August 25, 2017 https://www.slideshare.net/Shalini Agrawal2/new-microsoft-office-power-point-presentation-37632498.

Bialystok, E. (2008). *Second-Language Acquisition*. York University, Canada. Retrieved February 7, 2017 from http://www.child-encyclopedia.com/ second-language/according-experts/second-language-acquisition-and-bilingualism-early-age-and-impact.

Clark, L. (2016, April 27). *The Best Age for Kids to Learn a Second Language*. Retrieved September 14, 2017 from https://www.parent.co/the-best-age-for-kids-to-learn-a-second-language/

Jose F. Calderon &Expectacion C. Gonzales. (1993**).** *Methods of Research and Thesis Writing*.Mandaluyong City: National Book Store. Retrieved November 11, 2017.

June Preszler. (2006). *Strategies to Build Student Vocabularies.* Plaza Boulevard, Rapid City: Black Hills Special Services Cooperative (BHSSC). Retrieved September 14, 2017 from http://celi.olemiss.edu/wp-content/uploads /sites/7/2014/01/ Strategies Vocabulary-080808.pdf

Karavasili, K. (2014). *The Advantages of Early Second Language Acquisition.The Age Factor in Second Language Acquisition.*Retrieved January 23, 2017 from https://www.ntnu.edu/documents/1535402/35615794/master_01_tonje_gauslaa_sivertzen.pdf.

Knudtzon, K. L. (1998). *Language Development in Children.* Harvey Mudd College. Retrieved July 23, 2017 from https://www.cs.hmc.edu/~kknudtzo/portfolio/papers/languageDevelopment.pdf.

Linda M. Espinosa, P. (2014). *Second Language Acquisition in Early Childhood. Second Language Acquisition in Early Childhood*, 3-7. Retrieved January 24, 2017 from https://www.researchgate.net/publication/265075052_Second_Language_Acquisition_in_Early_Childhood.

MaríadelPilar García Mayo & María Luisa GarcíaLecumberri. (n.d**.**). *Age and the Acquisition of English as a Foreign Language. Second Language Acquisition* 4. Retrieved February 6, 2017 from http://laslab.org/upload /maturational_constraints_on_foreign-language_written_production.pdf.

McLaughlin, B. (1995). *Fostering Second Language Development in YoungChildren: Principles and Practices.* NationalCenterforResearchonCulturalDiversityandSecond Language Learning, 10-19. Retrieved February 3, 2017 from http://escholarship.org/uc/item/23s607sr

Osacdin, J. M. (2010). Secondary Language Acquisition: The case of ninety-five year-old women. Boac, Marinduque. Undergrad Thesis. Retrieved January 4, 2017.

Paradis, J. (2006). *Second Language Acquisition in Childhood.* 1-20. Retrieved February 2, 2017 from https://sites.ualberta.ca/~jparadis/Johanne_Paradis_Homepage/Publications_files/P_CSLA_Handbook.pdf.

Rose, L. (2015*). A Case Study of English Language Acquisition by Chechen Programme Refugees in Roscommon*, Ireland. Irish Journal of Academic Practice, 15-19. Retrieved August 8, 2017 from http://arrow.dit.ie/cgi/viewcontent.cgi?article=1039&context=ijap.

Susan Gass & LarySelinker. (2008*). Second Language Acquisition an Introductory Course*third edition. University of Maryland: Routledge. Retrieved July 13, 2017 from http:///blogs.umass.edu/moiry/files/2015/08/Gass.Second-Language-Acquisition.pdf.

Tomlinson, B. (2007). Language Acquisition and Development: Studies of learners of first and other languages. British Library. Retrieved January 24, 2017

Morphological Structure of Gay Lingo: Input to Language Analysis

Kimberly L. Mendoza
kmbrlymndza21@gmail.com

ABSTRACT

This study tried to analyze the morphological structure (word formation) of gay language used by the 44 college gay students from the School of Liberal Arts, School of Education, School of Engineering, School of Technology, School of Community and Health Care and School of Business Management at Marinduque State College (MSC), Boac campus. It describes the gays' language, the processes used in analyzing 175 gay words used by the respondents and the implication to language development. In the analysis of the morphological structure of gay language, seven processes in forming their language (gay lingo) were identified: clipping, affixation, reversal, connotation through literary allusion, deletion of syllable, substitution by using a) letter /j/, b) cluster /ky/, c) cluster /kr/, d) cluster /ny/, e) cluster /sh/, and borrowing – a.) Nouns, b.) Different languages. The implication of the use and formation of gay lingo to language development is its manifestation of the dynamic characteristic of language; that is, it is continuously evolving.

Groups of people will invent or innovate the language they use because of the need to be in with a group whose means of communication is a language different or unique to their group. It also shows creativity by extracting common words with denotative meaning and adjusting its structure or taking proper names and using them to mean something continues to be changing from different generations. Gay words will vanish and replaced like other languages. The recommendation included is to let other researcher who will continue this study to focus on the Marinduqueños' gay word using other methodology.

Introduction

Language is the most important aspect in the life of all beings. It changes as cultures, customs and technologies change. It is dynamic; it changes fast depending on the generations who are using the language. In this sense, many sub-languages are created for different purposes.

One of the fastest growing languages that are often heard in society is the gay language. Widely used in generally informal conversation among gays, it does not find its way in formal written and oral communication, much more in classroom setting. Gays construct their language through simple reversal, syllabic reversal and simple reversal with affixation, clipping with affixation, straight words with affixation, and connotation through images. But spoken discourse of gays violates the rules of English grammar yet used for purposes of expressing themselves in a way unrecognizable by the discriminating straight men in a highly patriarchal society (Visaya, 2015).

Gay lingo is generated to hide the real meaning of what they want to convey. Some use it to gossip while some use them just for fun. Later on, these words are categorized as colloquial language or slang, which is a non-standard vocabulary belonging to a particular culture or subculture. It consists of raw unrefined expression. It uses elements from Tagalog, English, and Spanish, and some are Niponggo, as well as celebrities' names and trademark brands, giving the new meanings in the context of this unique language.

According to Lunzaga, Bendulo and Felizilda (2011), gay language has now earned respect from the community and observably been infused in the mainstream language of the society. It is not an exemption of the languages that have been changing time to time. It has to be analyzed especially its morphology. It was concluded that the spoken discourse of college gays in the campus violates the rules of English grammar yet used by gays for purposes of

expressing themselves in a way that other people would not recognize.

Many people tend to be confused on what the gays are talking about. To know their language, first thing that the audience has to do is to know how gay language or gay lingo is constructed. This study is an attempt to know the morphological structure of gay language especially the language used by college gay students of Marinduque State College, Boac Campus.

STATEMENT OF THE PROBLEM

This study aimed to determine the structure of gay lingo used by the college gay students of Marinduque State College, Boac Campus. It sought to answer the following questions:

1. What are the common gay words used by the MSC college gay students?
2. What are the ways in which the structure of the gay lingo is created?
3. What is the implication of the analysis to language development?

METHOD

The descriptive survey method was used by the researcher with the self-administered questionnaire as the major tool for gathering data. The study employed qualitative design in the analysis of the morphological structure based on the data from the answered questionnaire.

The study was conducted in Marinduque State College (MSC) wherein the respondents of the study were the college gay students of the School of Liberal Arts (SLA), School of Technology (STECH), School of Education (SEd), School of Engineering (SEng) and the School of Community Health Care (SCHC) because these schools have the identified gay students. The campus is located in Tanza, Boac, Marinduque.The study was conducted in this locale because it is where the researcher found the appropriate respondents needed in this study.

The respondents of this study are 44 identified college gay students of Marinduque State College. The number of the college gay students from the School of Liberal Arts (SLA), School of Education (SEd), School of Technology (STech), School of Engineering (SEng), School of Community Health Care and School of Business Management are provided in the list below:

SCHOOLS	No. of Respondents
School of Liberal Arts	10
School of Education	8
School of Technology	9
School of Engineering	11
School of Community Health Care	4
School of Business Management	2
Total	44

A researcher-made questionnaire was used in the study. This is a two-page questionnaire divided into two parts. Part I identified the demographic profile of the respondents which include their name (optional), age, year and section. This part also includes their gender to know if they are gay or non-gay; male or female to identify the confirmed gays.

Part II provided two columns. In the first column the respondents wrote the gay words/ phrases with the maximum of 100 words, and the corresponding meanings of each was written in the second column.

First the researcher asked some students if they have gay classmates through chat, text and asking in person. Second, questionnaires were distributed to the respondents who were requested to provide information needed in the study. Third, identified gays answered the questionnaire during their vacant period in their classrooms and study center but if respondents did not have time to answer, they were allowed to bring it home and return the questionnaire when already done.

Lastly, the researcher listed all the words that the respondents used.

The researcher obtained two hundred thirty seven gay words (237). From this, researcher tabulated the listed words to get the frequency of the commonly used gay words by the respondents. After tabulation, one hundred seventy five words (175) were gathered.

The researcher used a table in analyzing the words based on the process that were used.

The following are the processes that were used in analyzing the data.

1. Clipping
2. Affixation
3. Reversal
4. Connotation through Literary Allusion
5. Deletion of Syllables
6. Substitution
    a. Substitution using letter /j/
    b. Substitution using cluster /ky/
    c. Substitution using cluster /kr/
    d. Substitution using cluster /ny/
    e. Substitution using cluster /sh/
7. Borrowing
        a. Borrowing from nouns
        b. Borrowing from different languages

RESULT, ANALYSIS AND DISCUSSION

List of Gay Words Commonly Used by MSC College Gay Students

With the researcher-constructed questionnaire, the list of words commonly used by college gay students of MSC was derived. The lists of gay words are provided in the table belore.

Gay words commonly used by the college gay students of Marinduque State College.

GAY WORDS	MEANING	GAY WORDS	MEANING
Aegis	Ulan	Butswana	boots
akes	Me	Buyler	buy
akeshiwa	me	Buyla	buy
anek	what	Buyop	animal
anechewa	what	Chaka	ugly
anes	what	crayola	cry
arat	let's go	chiminea	dark/black
asusayna	dog	Daks	big
awwts	handsome	dameha	many
bagarel	bag	Dara	beautiful
bagelya	bag	Diil	there
balikwas	return	Dites	here
Baler	house	Ditey	here
balor	house	Dominican Republic	dirt
bangi	drunk	dresimey	dress
Bangsamoro	hair bangs	emperara	emperador
baryabols	coins	Erna	feces
beks	gay	Fes	face
beyo	to you	gabrus	night
bilesima	hurry	galenga	intelligent
Bobita Rose	stupid	galor	drinking session
Boggie wonderland	bruised	gands	beauty
Bolivia	pubic hair	ganern	like that
bornakis	child	Ginalyn	gin (liquor)
borsikel	tricycle	Gina Alajar	gin (liquor)
bugi	bruised	girlalu	girl
bulwagan	wide	Gora	go
bungelya	incomplete teeth	Hagardo Versosa	haggard
burap	delicious	Hilari Clinton	heels of the shoes
hombre	boy	kroyad	payment
inlababo	inlove	kyoho	smelly
ites	this	kyokas	tomorrow
itech	this	kyoket	why
jeepani	jeep	kyota	child
jeeparu	jeep	kyonde	slut
jilalim	under	lamega	cold
jilo	dizzy	larosa	play
jitema	black	larnggam	ant
jomasay	fare	Lavinya	envious
jomba	punc	Layo	far
jowa	boyfriend	Liberty	to be free
juicesalin	juic	Lotlot	los
Julalay	maid	Luz Valdez	lose
Julam	viant	mosa	gossiper
julan	rain	Motorola	motor
Julie Vega	caught	Mudra	mother
Julie's Bakeshop	armpit body odor	ngangey	open mouth
Junan	pillow	Ngarag	stress
juntis	pregnant	nyigas	rice
juts	small	Ngiporn	teeth

GAY WORDS	MEANING	GAY WORDS	MEANING
Juwela	go home	Nomo	drink
Juwi	go home	Nota	penis
keme	easy	Nyosawa	spouse
keps	vagina	Oklahoma	gay
knowings	know	Okray	bully
knows	know	Orbeg	water
krolwa	two	Orlok	sleep
krompal	slap	Oryo	sex
krotlo	three	Otaw	human
otoko	man	shupahiya	embarrassed
pagoda	tired	sinetchewa	who
paradise	to stop a vehicle	sisteret	sister
payola	pay	Suba	cigarette
pokalin	prostitute	Suse	breast
poorita	poor	Talak	something stated
Portugal	waiting for a long period of time	tangosa	pointed nose
pudra	father	Tayey	us
Puerto Rico	butt	Tayes	us
Rodora X	tripped	Tegi	dead
saketa	pain	thunder	old
sebo	scolded	tipeda	provident
seramics	broken	Tom Jones	hungry
shibulay	lesbian	Tommy	hungry
shibuli	lesbian	Toyota	toyo (condiments)
shilay	eye brow	Trots	true
shinggan	plate	Tulaley	spacing out
shindahan ``	store	Umbaw	boy
shobayo	horse	Unanoar	small
shogo	to hide	very layt	a little
shokbo	run	wa na know	unknowledgeable
shoyong	umbrella	Yamanitch	rich
shortibam	short	Yamashita	ric
shuba	fat	Yayamanin	rich
shubig	water	Zimbabwe	to go to church

Table contains the words/phrases embodied in the terminologies that the gays used based on the list they provided. The words were listed alphabetically in the table above for easy reference.

According to Tenorio (2012), “bekimon” or what is called gay language today, is one of the most dynamic yet informal language models that evolve in the country developed by gay people. An analysis of the words is provided in the sections that follow.

Structure of Gay Lingo Based on Morphological Analysis

Gay makes use of words that are derived from other words and try to make the words colorful and enticingly comical, according to Sangga (2015). That these words have been derived from other words can be seen from the list. With the analysis done, the words have been tabulated according to the process in which the words were formed.

One of the morphological processes reflected in the formation of terminologies in gay’s spoken discourse is clipping with affixation wherein no definite pattern can be seen; however very common morphemes and affixes are identified.

Clipping with Affixation.

GAY WORD	MEANING	REMARKS
Akes	me	ako clipped into ake, o was changed into e + gay suffix s
Anes	what	ano to ane, o to e + s
Dites	here	dito to dite, o to e + s
Ites	this	ito to ite, o to e s
Tayes	we	tayo to taye, o to e + s
Ditey	here	dito to dite, o to e + y
Tayey	we	tayo to taye, o to e + y
Anek	what	ano to ane, o to e + k
Anechewa	what	ano to ane, o to e + chewa
Akeshiwa	me	ako to ake, o to e + japanese shiwa
itech	this	ito to ite, o to e + ch
bornakis	child	anak to nak, gay prefix bor + suffix is
borsikel	tricycle	traysikel to sikel + gay prefix bor
Burap	delicious	sarap to rap + gay prefix bu
buyop	animal	hayop clipped into yop + bu
ngangey	open mouth	nganga to ngange, a to e + gay suffix
tulaley	spacing out	tulala to tulale, a to e + y
ganern	like that	ganun to ganern, u to e + gay infix r
larnggam	ant	langgam to langgam + infix r
ngiporn	teeth	ngipin to ngipon, i to o + infix r
Baler	house	balay to bal, ay to er
balor	house	balay to bal, ay to or
crayola	cry	cry to cray, add infix r and suffix ola
thunder	old	tanda to thunde, add infix h and suffix r, a to u & e
Beyo	to you	iyo to eyo, i to e + gay prefix b
dresimey	dress	dress to dres, s was cut + mey
emperara	emperador	emperador to empera + ra
gabrus	night	gabi to gab + rus
gands	beauty	ganda to gands, a to s
Okla	gay	bakla to kla + gay prefix o
Beks	gay	bakla to beks, a to e and la to s
Orbeg	water	tubig to beg, i to e + gay prefix or
Pokalin	prostitute	pokpok to pok + gay suffix alin
Suset	breast	suso to suse, o to e + t
yayamanin	rich	mayaman to yaman + prefix ya + suffix in

In the table, it shows the process of clipping with affixation. Gay words *akes (ako), anes (ano), dites (dito), ites (ito), tayes (tayo)* were clipped in the Tagalog words end in /o/ that changed to /e/ and added a suffix /s/. Similar to this are the gay terms *ditey (dito), tayey (tayo)* that also end in /o/ that changed to /e/ but it ends in /y/. The other examples are the gay words *akeshiwa (ako)*, which ends in Japanese word "shiwa", *anechewa(ano)*, ends in "chewa", *anek (ano)* ends in /k/ and *itech (ito)* that ends in /ch/. Gays have different terms in one word and they can add a letter or syllable at the end depending on the speaker.

There are gay words that are cut and the first syllableis changed, like *burap (sarap)* and *buyop (hayop)* wherein first syllables were cut and was changed to "bu". Gay terminologies

bornakis (anak) and *borsikel (traysikel)* had first letter or syllable cut and changed to “bor” but it can also add a suffix like the term *bornakis* to which ‘is’ was added.

Some cases in creating gay words, are replacing the letter like the term *gands (ganda)* in which letter /a/ was replaced with /s/. It can also be seen in the table that /a/ was changed to “ey” like the words *ngangey (nganga)* and *tulaley (tulala)*.

In the lexis *ganern (ganun), ngiporn (ngipin)* and *larnggam (langgam)* are example of clipping and adding infix /r/. *Ganern* was clipped from *ganen,* infix/r/ was added between the syllable “gane” and letter “n” and /u/ was changed to /e/. In *ngiporn, ‘*ngi’ was clipped from *ngipon,* /r/ was added between “ngipo” and letter “n” and /i/ was changed to /o/ while in the term *larnggam* “r” was just added between “la” and “nggam”. Therefore, it can be concluded that /r/ can be added after the vowel if the next letter is /n/.

Gays used different terms in one word like *baler* and *balay* that was derived from Malay language *balay* which means *house.* They clipped the word *bal* and changed the /ay/ to er/or. Baler is the name of a place but because its first syllable is similar to *balay,* it is used also to mean house.

Other examples that can be seen in the table is gay word *crayola* wherein the origins cry and the first syllable *cray* has similar sounds. In Filipino language *crayola* is a coloring material but gays come up using this word for their own term for *cry*. Another is *thunder* derived from *tanda* wherein the two sound alike. Similar to this are the gay words *fes* that comes from the English term *face* and *very layt* from *very light*.

Some gay terms are derived by straightly using the existing terms by itself or with affixes attached.

The next table, contains gay terms formed by using straight word from affixation.

Straight words with Affixation.

GAY WORD	MEANING	REMARKS
asosayna	dog	aso + gay suffix sayna
bagarel	bag	bag + gay suffix arel
bagelya	bag	bag + gay suffix elys
bungelya	incomplete teeth	bungi to bunge, i to e + gay suffix lya
buyler	buy	buy + gay suffix le r
buy	buy	buy + gay suffix la
dameha	many	dami to dame, i to e + gay suffix ha
galenga	smart	galing to galeng, i to e +gay suffix a
girlalu	girl	girl + gay suffix lu
jeepani	jeep	jeep + gay suffix ani
jeeparu	jeep	jeep + gay suffix ar u
juicesalin	juice	juice + gay suffix salin
lamega	cold	lamig to lameg, i to e + gay suffix a
larosa	play	laro + gay suffix sa
poorita	poor	poor + gay suffix ita
saketa	pain	saket, i to e + gay suffix a
shortibam	short	short + gay suffix tibam
sisteret	sister	sister + gay suffix et
tangosa	pointed	tangos + gay suffix a
tipeda	provident	tipid to tiped, i to e + gay suffix a
unanoar	small	unano + gay suffix ar
yamanitche	rich	yaman + gay suffix itche

In this process words from English or Tagalog were used and affixes added to them. In

the word *asosayna,* the Tagalog word *aso* was used to which was added their suffix “sayna”. Similarly, the gay words *bagarel* which means bag and *buyler* from the word buy.

There are words that changed /i/ into /e/. This happens if /i/ was placed at the middle of the word and /a/ added at the end like *galenga* that was derived from *galing*, *lamega (lamig)*, *saketa (sakit)* and *tipeda (tipid)*. However, if vowel /i/ was placed at the end of the word, it will change to /e/ and add a syllable that ends in /a/ for examples are *bungelya (bungi)* and *dameha (dami)*.

Gays also create their words by adding suffix /a/ at the end of the word. This happens if the second to the last letter is /like *tangosa (tangosa*).

In the word *unanoar* which came from the word *unano*, this word used the suffix /ar/ wherein in the English grammar it is used to changed verb to personal noun, but in this case this suffix was added to make their own word for small people.

Casabal 2008 concluded that gay language shows that code mixing is made possible and how it violates the grammatical structure of the use of the English in the Philippines. In this process code mixing was used, like the word “poorita”, this word came from the English word “poor” and Filipino ethnic group “ita”, that the gays added as a suffix to create their new term for “mahirap”.

But mostly in this process, gays just added their own suffix to form their language and become unique from its original term by combining different terms like the examples above in using English and Tagalog terminologies.

The other morphological process of the gay lingo is simple reversal of the letters or sounds within the word. The process is showing reversal of the letters or graphical element of the word.

Simple Reversal

GAY WORD	MEANING	ORIGIN OF THE DERIVED GAY WORD
arat	let’s go	tara

In the table, there is only one word that used the simple reversal wherein the word “tara” was reversed into “arat” to make it more unique from the usual term.

Another word formation process is the simple reversal with affixation. This table shows the example of this process

Simple Reversal with Affixation

GAY WORD	MEANING	REMARKS
otaw	tao (human)	tao + suffix w

There is only one word that was used in this process wherein word “tao” was reversed into “ota” and added the suffix “w”.

Another morphological process in which gay terms are formed is the use of the existing terms that is given another meaning which is based on connotation through literary allusion.

Connotation through Literary Allusion

GAY WORD	MEANING	REMARKS
Boobita Rose	stupid	Bobita Rose is one of the characters in the movie *Masikip sa Dibdib: Ang Tunay na Buhay ni Boobita Rose* played by Ruffa Mae Quinto
bulwagan	wide	A hall where many people can gather at a time
Chaka	ugly	Chaka doll in the movie Bride of Chucky
chimenea	dark	a chimney in Princess Sarah
Lavinya	envious	Lavinya, in the movie Princess Sarah
nota	Penis	the image of a note looks like the image of the penis

This process is interesting because they used the words through images which are sometimes taken from films or literature. One reason is the attitude; an example of this is Lavinya in Princess Sarah lead by the character of Sarah who sent to a boarding school. She becomes very popular which made her competitor, the character Lavinya, feels jealous.

After Sarahs' father's death she lost all her wealth and became the object of torment of Lavinya. Hence, the name Lavinya was alluded to as an envious person. So, any person who seemed to be envious is described as Lavinya.

Another example is Bobita Rose (played by Rufa Mae Quinto), the main character in the movie *Masikip sa Dibdib: Ang Tunay na Buhay ni Bobita Rose* wherein she came from ungrateful family. Because no one can be the breadwinner of the family, Bobita Rose worked hard for her family in spite of her being clumsy and stupid. Her stupidity was emphasized in the movie when everytime Bobita Rose heard an English word, her nose literally bled. So gays come up using Bobita Rose whenever they met someone clumsy or stupid.

The other way in this process was based on the shape of an object. For example, the gay word *nota* means 'penis'. It is the shape that is compared to a musical note, hence the term *nota*. Another is *bulwagan* which means wide for the gay language users, because the word literally means a hall where many people can be gathered at a time as in a reception, a convention or as a ballroom.

Another way in which words are derived based on connotation through imagewas based from the appearance of the character in a movie. For example is the gay word *chaka* that means ugly. Chaka came from the word from Chucky the main antagonist in Bride of Chucky. Chucky is portrayed as a notorious serial killer whose spirit lived in a doll. This doll became ugly because of demonic possession. Chucky is the name from the original movie but it was later on became Chaka when it was played in GMA 7. Another gay word that was derived from an image is the chiminea. Literally, it is an English term 'chimney'.The term was heard from the character of Princess Sarah in the movie of the same title, whose life after losing his father, was made miserable by Miss Minchin (headmistress). She was made to leave her room and was moved to the attic where she can access the chiminea (chimney) that. Miss Minchin keeps on telling her to clean. The chimney is the part in a house usually with a round body from which dark smoke from the fireplace comes out.

Table shows the process in which words are formed by deletion of syllable wherein some letters are removed.

Deletion of Syllable.

GAY WORD	ORIGIN OF THE DERIVED GAY WORD	REMARKS
mosa	gossiper	syllable tsis was removed from tsismosa
bangi	drunk	syllable nge was removedfrom bangenge, e changed to i

The table shows the word that used a deletion of syllable wherein the Tagalog word "tsismosa" became "mosa" because the syllable "tsis" was deleted and bangi (drunk) derived from bangenge in which /e/ was changed to /i/. From these two words, the meaning of the full word was retained despite the deletion of the syllable.

Another is substitution wherein there are five ways in this process such as: a.) substitution and addition using letter /j/, b.) substitution using cluster /ky/, c.) substitution using cluster /kr/, d.) subsitution using cluster /ny/, and e.) subsitution using cluster /sh/.

Substitution and addition using letter /j/.

GAY WORD	MEANING	REMARKS
Jilalim	under	j + ilalim
Jilo	dizzy	j substitute to h in the word hilo
jitima	black	j + itim + suffix a
jombag	punch	j + Marinduque dialect ombag
julalay	maid	j + alalay, a to u
julam	viant	j + ulam
Julan	rain	j + ulan
junan	pillow	j + unan
juntis	pregnant	j substitute to b in buntis
juwela	go home	j + uwi, i to e + suffix la

This process can be used if the words begin with consonant letters /b/ and /h/ and also if the first letter are vowels /a/i /u/.

First, it can be used if the words starts in /b/, only if the third letter is /n/, like *juntis*

*(buntis)*where/j/ can be a replacement for letter /b/. Second, if the term starts in /h/ like *jilo (hilo).* Third, it can be added if the words start in vowel /i/ like *jilalim (ilalim)* and *jitima (itim.* Forthis gay word *jitim*, suffix /a/ was added. Next if it starts in /a/; for example is *julalay (alalay).* However, /a/ here was changed to /u/. Lastly, if the words begin in /u/ like *julam (ulam)*, *julan (ulan), junan (unan)*, *juwi (uwi), jombag (umbag)* where /u/ was changed to /o/ and *juwela (uwi)* in which /i/ was altered to /e/ and added suffix "la".

In this process gays often used this, if the derived word starts in /u/.

Substitution using cluster /ky/.

GAY WORD	MEANING	ORIGIN OF THE DERIVED GAY WORD	REMARKS
kyoho	smelly	baho	b was changed to ky and a to o
kyokas	tomorrow	bukas	b to ky and u to o
kyoket	why	bakit	b to ky and a to o
kyota	child	bata	b to ky and a to o
kyondi	slut	landi	l to ky and a to o

Substitution using cluster /ky/ process is one of the most used structures of the gay words back then until now. It can be used if the beginning of the word starts in letter /b/ and /l/. In the table above, there are four gay words that start in /b/, they are: *kyoho (baho)*, *kyokas (bukas), kyoket (bakit)* and *kyota (bata)* while there is only one word that starts in /l/: *kyondi (landi)*. From these terminologies, vowels /a/u/ in the second letter were changed to /o/.

Substitution using cluster /kr/

GAY WORD	MEANING	ORIGIN OF THE DERIVED GAY WORD	REMARKS
krolawa	Two	dalawa	d was changed to kr and a to o
krompal	Slap	sampal	s to kr and a to o
krotlo	Three	tatlo	t to kr and a to o
kroyad	payment	bayad	b to kr and a to o

This process will be used if the words start with letter /d/s/t/b/. The beginning letter of the words in this process changed into /kr/ as we can see in the table above, the entire second letter /a/ was changed into /o/ such as krolawa (dalawa), krompal (sampal), krotlo (tatlo) and kroyad (bayad).

Substitution using cluster /ny/

GAY WORD	MEANING	ORIGIN OF THE DERIVED GAY WORD	REMARKS
nyigas	rice	bigas	b was changed to ny
nyosawa	spouse	asawa	ny was added, a to o

The Tagalog word "bigas" was changed into "nyigas". Letter /b/ was changed into /ny/ while in the second word which is "asawa" that turns into "nyosawa", the cluster /ny/ was added to the word and the vowel /a/ was changed into /o/.

Substitution using cluster /sh/

GAY WORD	MEANING	ORIGIN OF THE DERIVED GAY WORD	REMARKS
Shilay	eye brow	kilay	k was changed to sh
Shinggan	plate	pinggan	p to sh
shindahan	store	tindahan	t to sh
shobayo	horse	kabayo	k to sh and a to o
shogo	to hide	tago	t sh and a to o
shokbo	run	takbo	t to sh and a to o
shoyong	umbrella	paying	p to sh and a to o
shuba	fat	taba	t to sh and a to u
shubig	water	tubig	t to sh
shupahiya	embarrassed	napahiya	filipino prefix na to sh

The beginning letter of the word was changed to /sh/ if it begins with /k/p/t. In the table, it shows the word that begins in /k/ was replaced by /sh/ such as shilay (kilay) and shobayo (kabayo). Words that start in /p/ are shinggan (pinggan),), shoyong (payong) and shupahiya (napahiya). The last is a word to which the Filipino prefix “na” before the pahiya was added. Words that begin in /t/ are; shindahan (tindahan, shogo (tago), shokbo (takbo), shuba (taba) and shubig (tubig). If the vowel /a/ is next to the first letter, it will change to vowel /o/ or /u/. This agrees in the study of Logmao et.al (2009) wherein they also used this process.

Another process is borrowing from nouns like name of places, celebrities, character in the movie, songs, festival and brand of other product.

Borrowing from Nouns

GAY WORD	MEANING	ORIGIN OF THE DERIVED GAY WORD
Aegis	Rain	a Filipino pop girl band
Bangsamoro	hair bangs	a group of Muslim people who advocates for an autonomous state in Mindanao
Boggie Wonderland**D**	Bruised	Boggie wonderland, 1979 disco hit song by American R&B band Earth, Wind & Fire
Dominican Republic	Dirt	a sovereign state in the island of Hispaniola
Ginalyn	Gin	a woman’s name
Gina Alajar	Gin	a Filipina actress
Hagardo Versosa	Haggard	Filipino actor Gardo Versoza
Hilari Clinton (Hillary)	heels of a shoe	American politician
Julie Vega	Caught	a Filipina 70’s child actress
Liberty	to be free	Statue of Liberty in New York City
Motorola	motor	Motorola, a brand of cellphone
Pagoda	Tired	A Japanese building structure, a festival held in Bulacan
Payola	payment	illegal practice of payment by recording company
Puerto Rico	Butt	A Carribean island

One of the ways that the gays used in creating their words is borrowing from nouns. An example of this is making use of a song like Boogie Wonderland, which is a 70's song in America, and gays used this as their own term for bugbog because it has a common syllable sound "bog" and Aegis, gays' own terminology for ulan because of Aegis as the girl band has the famous song entitled Basang basa sa Ulan.

Another is borrowing from the names of the celebrities like Gina Alajar, a Filipina actress. It is gay's own term for gina kind of liquor; they clipped the word Gin from the name of the local actress to form a new word. Second is Hagardo Versosa which means haggardin gay language, it was derived from the name of the Filipino actor Gardo Versosa in which "ha" was added before the name of the artist and /o/ was cut. Third example is Hilari Clinton, an American politician. As for the gays, it means "heel of a shoe", and they come up with this word because the sound of the first syllable of the name 'Hilari' sounds like 'heel'. Next is Tom Jones, a Welsh singer; this means gutom in gay language. This term used the deletion of syllable process wherein "gu" was cut.

Another one is Julie Vega, a Filipina 70's child actress. From the first name of this actress which is Julie, gay formed their own term for huli using the substitution of /j/ in the beginning of the word. In Philippine Star article, writer Remoto (2016), talk about this term but according to him, in the year 1970's Julie came from the Metropolitan Theatre Julie Yap Daza wherein for gay this term means to get caught.

One process is by getting their words from the name of a festival. If the non-gays heard this especially those who are not aware of the gay language, they might understand the word in different way. For example is the term pagoda. In the Philippines, this word is associated with one of the festivals that is celebrated in Bulacan, but gays constructed it as their term if someone is tired because of the word pagod.

Another is from the brand of a product. For example, are Motorola a gay term for motor, a kind of vehicle but it is originated in the brand of a cellphone and Toyota a brand name for a car but it is used as toyo, a condiments in the gay terminology.

Gays also create their words by taking the name of the places. Through this, gay language was created using clipping like the word Portugal, a Southern European country, which means tagal among gays. Tagal clipped from the last syllable of the country tugal wherein /a/ was changed to /u/.

Another process that was used in borrowing is through simple reversal like Liberty which came from the Statue of Liberty in New York that means libre in the gay vocabulary. The word libre was a reversal of the last two syllables in liber.

Other gay words derived from name of places are: Bangsamoro, that for the gays is 'hair bangs', Dominican Republic, a state in Hispaniola which means dumi or human waste in gay language. These two terminologies were formed because the beginning syllable/syllables of the word is similar to the word the gays mean, bangs from Bangsamoro and domi from Domincan

One more is Oklahoma. The syllables Okla if clipped would mean bakla. Even if the similarity only is in the sound found in kla, that is already enough to come up with a gay word. In the list of gay words, okla, is also included. So, both okla and Oklahoma are terms referring to bakla or 'gay'. One reason for reason for this, is that gays just explore a new terminology for a word they already have. Finally,the word Zimbabwe, which is the name of a Southern Africa country. It was used by gays as term for simba 'go to church' because the first two syllables of the name and the Tagalog word simba sound alike.

Based from these words, it was noticed that gays borrow from nouns because of their spelling or because it has a similar sound.

Lastly is the terminology Payola means illegal practice of paying radio broadcasters to play certain CDs, so that it will become more popular and make more profits for the record company, this mainly happens in United States. That's why, gays used it as their own term for payment whether it is legal or not.

Similar with this study, Pascual (2016) also used this process but with different

terminology: using names of popular persons and places.

Other way in which words borrowing is through different languages. Gays used words from different languages like Japanese, Spanish, Tagalog, or English.

Borrowing from other Languages

GAY WORD	MEANING	ORIGIN OF THE DERIVED GAY WORD
bilesima	hurry	a Spanish word *bellisima* 'gorgeous'
daks	big	a Visayan word *daku*
hombre	man	Spanish word for man
juts	small	a Visayan word *dyutay*
knowings	know	an English word
knows	know	an English word
layo	far	a Tagalog word
otoko	man	Japanese word *otoko*'man'
seramics	broken	an English word *ceramics* 'non-metal'
suba	cigarette	a Visayan word *sugba*
talak	something stated	a Tagalog word
umbaw	boy	a Visayan word *umbaw* 'boy'
baryabols	coins	an English word *variables* 'changeable'

In this process, words are directly used from different language with the real meaning like the word hombre; this word came from Spanish language that means man and billesima meaning gorgeous, gays used this word as their own term for bilis because of the syllable 'billes', they just spelled it as single /l/. Other terminologies are; English word knows that means know, baryabols (coins): this gay words came from English word variables which means changeable, gays formed their own term for coins because the two words are homophones and seramics (broken), this word came from the word ceramics a non-metal material, gays used this as their own term for sira because it has similar pronunciation in the word cera, gays just changed /c/ to /s/.Another are: otokowhich is Japanese word for man and the Visayan word umbaw (boy) and juts (small). But in the second term, gays replaced /dy/ to /j/ because when it was uttered, cluster /dy/ and the segment /j/ sound alike. Lastly is daks from a Visayan word daku which means big, they just deleted the /u/ and added /s/. Gays just changed it the way they pronounced the word.

Bendulo, et.al (2011) stated that gay language is observably been infused in the mainstream language of the society and not exemption to the languages that has been changing from time to time, that is why it has to be analyzed especially its morphology.

The studies of Visaya (2015) and Pascual (2016) had analyzed the grammatical structure of the gay language and in deciphering its morphology they were able to identify the processes of forming the structure of the gay words. In Visaya's study gays construct their language through simple reversal, syllabic reversal, simple reversal with affixation, clipping with affixation, straight words with affixation, and connotation through images. In Pascual's study, gays create new words by following processes or using strategies like the following: loanwords or borrowing, metathesis either by syllable switching or full reversal, affixation, substitution, acronymy, duplication or repetition, clipping/reduction, blending, using names of popular persons or places, using figures of speech (onomatopoeia and metaphor), and a mix of the processes.

The results of the current study and those of Visaya and Pascual showed that the gays create or form the gay language using similar processes.

Implication of Analysis in Language Development

The results of the study has an implication to the development of language. Based on the analysis of the gay language, language changes every time and can be observed in the way language is formed or used in different generations. Language also developed because of the need of a particular

group. And when a group's language is frequently used words may become part of the language of people not originally part of the group from which a variation of the language is used. In the case of the gay lingo, even non-gays are able to talk with gays or other non-gays using gay language. And with different people other than gays, frequent use of the language makes the language more popular and some of the words may become part of the conversation and may even turn out to be not slang but evolve into colloquial language. Gay language as any language may be dynamic in its creation, invention or generation of new structure or meaning-making but it's being part of a so called standard language remains to be seen .However, like English, and other languages, some words in gay language will also vanish and will be replaced by new words that will come out in the next generation.

CONCLUSIONS

Based on the results and findings of the study, the following conclusions were drawn:

There are one hundred seventy five (175) words that are commonly used by gay college students from Marinduque State College based on the listed words that the respondents provided. Gays used seven processes in creating their words. Gay language was created and become part of the used language in the society. Just like the other languages, gay words can be replaced according to the users.

REFERENCES

Alba, R.A. (2006). In focus: The Filipino gayspeak (Filipino gay lingo) National Commission for Culture and the Arts. Retrieved February 6, 2017 from http://ncca.gov.ph/about-culture-and-arts/in-focus/the-filipino-gayspeak-filipino-gay- lingo/.

Booij, G. (2014). Morphological change. Oxford Bibliographies. Retrieved February 19, 2017 from http://www.oxford bibliographies.com/view/document/obo978019977281 0.xml.

Casabal, N.V. (2008). Gay language: Defying the structural limits of English language in the Philippines. KritikaKultura. Lyceum of Subic Bay, Philippines. Retrieved February 7, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=BLKnWKaZEJ CS9QXItZSYAg#q=casabal +2008).

Remoto, D. (2016). On Philippine Gay Lingo. The Philippine Star. Retrieved June 22, 2017 from http://www.philstar.com /opinion/2016/03/12/1562061/philippine-gay-lingo.

Fromkin, V., Rodman, R. & Hyams, N. (2010). Introduction to Linguistics.Retrieved February 6, 2017 from http://www3.uji.es/~ruiz/0903/Lects/Fromkin-etal13-Ch2- Morphology.pdf.

Lunzaga, A.B., Bendulo, H.O. & Felisilda, V.B. (2011). Morphological Analysis of Gay's Spoken Discourse. National Peer Reviewed Journal6. Retrieved February 6, 2017 from http://www.eisrjc.com/documents/Morphological_Analysis_of_Gays_Spoken_ Discourse_1325756956.pdf.

McCarthy, C. (N.D). Morphology: How are words formed? Popular Linguistics Magazine 6 (2). Retrieved February 8, 2017 from http://popularlinguisticsonline .org/2011/01/ morphology-how-are-words-formed/.

Oco, N; Fajutagana R; Lim CM; Miñon JD; Morano JA and Tinoco RC. (n.d.) Witchebelles anata magcharot kay mudra na nagsusuba si akech: Developing a rule-based unidirectional beki lingo to Filipino translator National University. Retrieved February 8, 2017 http://www.nationalu.edu.ph/wpcontent/uploads/2016/08/Witchebelles-Anata-Magcharot-kay-Mudra-na-Nagsusuba-

si-Akech-Developing-a- Rule-based-Unidirectional-Beki-Lingo-to-Filipino-Translator.pdf.

Pascual, G.R. (2016). Swardspeak (gay lingo) in the Philippine context: A morphological analysis. International Journal of Advanced Research in Management and Social Sciences:5 (12). Retrieved February 6, 2017 from http://www.garph.co.uk/IJARMSS/Dec2016/4.pdf.

Sangga C. Chelton Candle Rey. (2015). Theimpact of swardspeak language to Filipino sociolinguistic. University of Mindanao Tagum College. Retrieved February 5, 2017 from https://www.academia.edu/18018380/The_Impact_of_Swardspeak_Language to_Filipino_ Sociolinguistic.

Tenorio, B.D. Jr. (2012). Let's talk Baklese, New Beginnings. Philippine Star. Retrieved February 5, 2017 from http://www.philstar.com/allure/2012-09-09/846807/lets-talk-baklese.

Visaya, L.R. (2015). Gay lingo as medium of instruction. The Freeman. Retrieved February 6, 2017 from http://www.philstar.com/freemanopinion/2015/08/15/1488329/gay- lingo-medium instruction.

NARRATIVE REPORTS

BOAC

A group of 4th year AB English students of School of Liberal Arts at Marinduque State College conducted a video ethnography, as part of Cross Cultural Communication subject, in the municipality of Boac.

Boac group is composed of six members namely Camela Pergis, from the municipality of Sta. Cruz, and Arwin Jones Epa, Ma. Veronica Leynes, Michelle Grace Cueto, Kristine Marie Magparangalan, and Jenny Motol, all originating from the town being studied.

Boac is the capital of the island-province of Marinduque lies in the northwestern part of Marinduque. The western and the northern parts are exposed to the monsoon winds as they are stretches of sandy beaches. The farthest barrio is Tumagabok in the East and Tambunan in the South. The Boac River, the source of which come from Tumagabok, disected the land from the East to the West, and has its mouth in the shore of Laylay.

The group chose to cover the historical sites of Boac. They first focused on the Battle of Paye, a sitio of Balimbing, Boac, Marinduque. They proceeded to the destination with their permission letters. There they met Mr. Francisco Labay who is a formal regional supervisor II in Region-IV Southern Tagalog. He was interviewed by the group and he had shared a lot of information about the war between the Americans and the Filipinos.

After Paye, the group bounded to the three of the ancestral houses located in Boac. These houses were owned by Ms. Fe Corazon, Mr. Navarro, and Mr. Festin. Each was being interviewed and asked about the origin and age of the respective houses. The team learned so many lessons from them. One of those is valuing or giving importance to our culture and history.

One of the sites that the group documented is the Boac Cathedral. The church in Boac, is located on a hill overlooking both the town and the sea. This was done to enable the authorities to see the approach of possible invaders either by land or sea. In order to gain further information or background about the Cathedral, the team interviewed one of the priests in Boac church, Rev. Fr. Christian San Juan. They also asked him about the legend of the Biglang Awa.

Another important heritage in Boac is the well-known and unforgettable Morion Festival. The Morionistic practices by the native Marinduquenos began in the eighteenth century of the Castillian Regime. Although it may be the last century of our colonial adherence to Spain yet it was considered fruitful Era because it was considered a period of the reawakening of the Filipino people in matter of Religious Tolerance. Last Holy Week, the Boac group had the chance to cover or document the Lenten Rites including the Via Crusis and the Good Friday procession. After documenting these historical sites in Boac, the group then finalized the video.

GASAN

It was second week of February when they started the video ethnography under of Cross Cultural Communication subject. The group has been assigned in the municipality of Gasan. Municipality of Gasan , is a 3rd class municipality in Marinduque province. Team Gasan is composed of six students namely, Jean Clarrise Cueto, Khiea Luha, Julia Marciano, Charlynn May Sales, Kimberly Mendoza and Clyde Nino Peralta.

Before they started our final setting, the team prepared the papers that were going to used such as permission letters and approval letter from their professor and school dean. February 9, 2018 when the team took travel to Gasan. It takes 40 mins of travel from Boac. After the arrival, they proceeded to Gasan municipal hall, and asked permission and got the papers all signed, and they gathered some information regarding to their settings. After the meeting, they went to the places that was listed and they took some photos and videos that they're going to used first in the trailer. After that, the team went back home and in school, each of the group were asked by our professor, Dr. Randy T. Nobleza. In the discussion the professor give some advice and guidelines to the team. February 16 2018, the team submitted the final video trailer and it has been checked by the professor and leave some comments and suggestions for the final video presentation.

The team planned in one week to settle the things for the final video presentation. The team prepared papers again that needed for them to conduct a video presentation. February 23, 2018, the team travelled again to municipality of Gasan.

On the first day, the team proceeded again to municipal hall of Gasan, they went to Tourism and Information office and had talked to Mrs. Dahlia Iturralde and asked some information and approval for the places and even asked about the history of Gasan. Mrs. Iturralde recommended some person to the team. After the meeting the team went to Barangay Dawis, Gasan, Marinduque, it takes 25 minutes when they reach the place. It is the barangay wherein the handicraft products mostly bamboo fan can be found. They took photos and videos of the finish product and had the interview to the owner. After that, the team went to St. Joseph Spouse of Mary located at Barangay Dos, Gasan, Marinduque. The cathedral is situated on top of a hill, so going there might be a little tricky.

The next day, the team went to Brgy. Bang Bang Gasan, Marinduque wherein the team took photos and videos of curve and painted wood handicraft shop. They had interview to the owner. After that, the team went to the oldest house in Gasan, and had interview with the great granddaughter of the owner the oldest house. The interview was done short because the interviewee is not feeling well. The team went to the house of the said one of the legends in town of Gasan, which was recommended by Mrs. Iturralde. On the third day, they finalize the video.

BUENAVISTA

On February 9, 2018, the letter of request was given in the office of the Mayor to gathered information relevant to the video ethnography. An observation was conducted to have an insight on what will be the main concept. On the day one of the observation we featured the Grotto in Caigangan and Malbog as part of their religious practices. The Sulfuric Hot Spring was also featured because it is known in Buenavista. It is part of their beliefs that the hot spring could heal any skin diseases. It was decided that it would be the concept of our trailer. February 22 to 25 was our next visit to Buenavista after the submission of the trailer. This was supposed to be the actual gathering of the data however after our group meeting we decided that the concept of the video ethnography will focused on the Life and Language of the Fisherman in Buenavista. Since vast of the population in Buenavista rely on fishing as their primary source of income. It is considered as one of the oldest occupation that still exist today as part of the Filipino culture. After finalizing the concept, we prepared the questionnaire needed for the interview we will conduct in the different Barangays.

Five fishermen were chosen as a reliable informant in every Barangays. The concept of fishing as well as the process were discussed. There are two types of Fisherman, the one are the owner of the “Palakaya or “Pangulong” and the other one are the fishermen who use “bangkang de motor”. Different tools in fishing in “Pangingisda” were identified. The fishermen explained that the usual tools they prefer to use are such as “Buya”, “Lambat “(Net), “Palapa” serves as an improvised shelter for the fish and “Ilaw” attracts the fish. Meanwhile fishermen who operates bangkang de motor uses the “Pambis”, “Kitang”, “Sigpaw”, and “Sagwan” as their tools for fishing.
Daykitin and Bangcoro are classified as known Barangays in Buenavista where a large number of Fishermen uses “Pangulong”. On the otherhand the remaining barangays which are Escolta, Libas, Yook, Binunga, Lipata and Tungib preferred to use the “bangkang de motor” in fishing. The gathered data showed that the “Palakaya or Pangulong” have the higher income than those who are using “bangkang de motor”. Both of them went to Romblon and Dose as their area of fishing.
Resident of Buenavista are non-native Marindukanon, some of them are from Ilocos, Leyte, Bicol and Batangas. However, they consider Tagalog as their primary language to use in communication. Thus, a variation occurs in terms of their tone of voice, terminology and lexicon. It is also revealed that an adaptation of language happened when they went to the other places or area of fishing.
Fishing is a long process, it requires hard work, patience and sacrifice. We should bear in mind that our “manlalaot” contributes to the primary needs and development of our province. And what we should do is to preserve and develop our culture for the future of Marindukanon.

Team Buenavista
Rubyann R. Laya
Carol M. Regis
Diana M. Sena
Hennycy L. Ofalsa
Regine G. Fiedalan
Roan R. Castillo

TORRIJOS

Being able to do research and travel at the same time is a great experience. It is when we learn the culture of a place as well as its people. Last February 2018, a group of active AB English 4 students of School of Liberal Arts at Marinduque State College conducted a video ethnography, as part of Cross Cultural Communication subject, in the municipality of Torrijos.

Torrijos group is composed of five members namely Lyra Joy S. Moaje and Arren Jay M. Nabos, both from Gasan; Alchona Wayne T. Maigting from Boac; Aira Mae V. Balang from Buenavista; and Jhoanna P. Cariño originating from the town being studied.

Torrijos is a third class municipality in the province of Marinduque. It is politically subdivided into 25 barangays. It has a population of almost 30, 500 people. In this regard, the main objective of the group was to do a video ethnography of the Pulang Lupa, a historical marker in the said municipality.

But before the group went to the destination, permissions were sought first. The group prepared permission letters noted by the subject professor and the dean. After accomplishing the letters, the group bounded to Torrijos on February 3, 2018. The team stayed at Jhoanna's house in Maranlig throughout their video shooting in the said town.

After arrival, first, they did an outline of the destinations that should be documented. At that moment, they decided to include St. Ignatius of Loyola Parish and Morion Mascara Handicraft in the video together with Pulang Lupa.

The team went to Municipal building of Torrijos to get permission to conduct research on the following areas. Talking to the municipal employees requires understanding and agreement. When the signing was done, it is their time to go to the area itself to do the actual shooting and documentation.

Since they were only to do the teaser of the project, they only took photos and some videos to compose a one-minute presentation. They stayed at Torrijos for 2 days to get the necessary information to be included in the video.

The team then went back home and in school, they discussed with their professor, Dr. Randy T. Nobleza, along with their classmates, about what they had already accomplished. Dr. Nobleza gave them guidelines and suggestions to improve our teaser.

On February 16, 2018, the team submitted the final video teaser. It has been checked by the professor. He gave some comments and suggestions for the final video presentation.

On the preceding week, the team planned about their next trip in Torrijos to do the whole video shoot. They prepared all the papers again needed for them to conduct a video presentation. On February 22, 2018, the team went to Torrijos for the second time.

On the first day, the group went to Barangay Bolo, Torrijos. It is the barangay in which Pulang Lupa Shrine is situated. They ask permission from Hon. Venusito R. Del Mundo, Bolo Barangay Captain and at the same time, conducted an interview with him, since he was the source person.

The barangay captain gave the team safety precautions that should be done before and during the trip to Pulang Lupa Shrine. He also told the team to bring lots of water for the place is very far and high. He also gave us useful information about the shrine that we could use in our video presentation. Below are some of the transcriptions of his answers during the interview proper.

> *"Yan (referring to Pulang Lupa) and pinakaunang, at sa buong Pilipinas yata, diyan lamang nanalo ang Pilipino sa labanan. Walang ibang lugar na nanalo ang Pilipino laban sa Amerikano kundi diyan lamang sa Pulang Lupa."*
>
> *"Yung katabing barangay parang nagaagawan kami ng Poctoy at Bonliw sa Pulang Lupa."*

> *Yung mataas doon, naroon sa ilalim noon ang mga buto ng mga sundalong Pilipino at yung kasulatan. Naroon din yung papel na nakatatak sa bakal na parang lapida kung saan nakasulat ang taon kung kalian naglaban."*

The barangay gave the group another letter permitting us to climb the said shrine. After that, the team prepared the things needed in their journey to Pulang Lupa.

It was not an easy walk. They trailed the way up under the heat of the sun. Stones are slippery and one wrong move, they will find themselves way down. Their feet got hurt and their legs didn't work properly. But, they continued and reached the top of the mountain where the shrine of Pulang Lupa is located.

The view at the top was so relaxing to the point that it took away their tired feeling. The wind was so refreshing that it dried automatically their sweated clothes. The team then started to shoot. They took photos and videos of the shrine. An hour later, the team decided to climb down as they passed through the rough mountain again.

The next day, the team proceeded to Morion Mascara Handicraft located at Barangay Poblacion, Torrijos. They interviewed Mr. Damaso Palmero, the owner of the handicraft shop. According to him, they did the morion mascara handicraft because Moriones is very famous in Marinduque and because of that, tourism increased. The group was amazed to see the finished products of the chop.

And then after that, the team went to St. Ignatius Loyola Parish. They looked for Rev. Fr. Christian Francis T. Regencia and did the interview. Fr. Regencia discussed how the church was build, how many years was it, and some sort of history about the church that is very essential on our video presentation. The interview last for almost 2 hours. On their third day, they finalized the video.

STA. CRUZ

On the 10th day of February, our team decided to went in Santa Cruz, Marinduque to conduct our teasers about the Landmarks of Santa Cruz. On that day, we first went to the Municipal Office to give our letter but unfortunately, we failed because their mayor is not around and some says maybe she is in Manila and she'll be back after one week. We felt very disappointed, irritated and hopeless because of what we heard and we only have 3 days to finish our teaser. After a while, some of the employees told us that we can comeback some other time so we can submit our letter of permission to him.

Time passed by, and those waiting's are worth it because their Vice Mayor come and approved our letter. We are so happy because finally we can start to go and visit Baluarte de Santa Cruz. It is our first time to see it in real. it is made with rocks and obviously a place during a Spanish era. We realized that Baluarte is much older than the other pictures at YouTube and Facebook. We also interviewed some people to get some information's about the Baluarte. After we finished our assigned task we went to Santa Cruz, Plaza to capture the big head of Morion which attracts the tourist in that place during vacation. It's passed 5 pm when we finish capturing the views. We went to our group mate's house and since we are tired we just got off to bed and talk about what we are going to do the next day and after that we took a rest.

Santa Cruz Parish Church is our next destination. First, we ask permission to the employees there if who are to be interviewed about the church and how it is related to Baluarte. She refers Rev. Fr. Lino Esplana which happens to be the Parish Priest. She told us that we must wait for him because his still taking rest and he also have wedding seminar to attend. Finally, he is awake but since we are afraid to approach him we kept moving ourselves backward and forward because he is too busy talking to others. We also felt shy and pointing each other if who will be the one to interview Fr. Esplana. Then suddenly one of our group mates volunteered herself to handle an interview with Fr. Lino Esplana. We parted ourselves into two to avoid rashness. Since we are 5 in the group, the 3 members interviewed Fr. Lino while the other 2 captured inside and outside Santa Cruz Parish Church.

We successfully got our purpose on it because Fr. Lino was so kind, helpful and very attentive in answering question and also we got all the information that we need especially the connection of the church and the Baluarte. We spent our remaining time in Buyabod Port to take photos and we also went to Kawa-Kawa Falls to have fun and to add more pictures in our video.

In our last day of taking shoots in Sta. Cruz, we back in Boac to aggregate all informations such as photos, videos as well as the interviews that we gathered in Sta. Cruz.

And those sacrifices, expenses and challenges are all worth it. Because we passed it on time.